

**Official Agenda and Meeting Notice  
of the Board of the  
Beaumont Independent School District  
in the Board Room of the Beaumont ISD Administration Building**

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Thursday, November 17, 2022

Regular Meeting

5:00 PM

The items on this agenda may be taken in any order.

As directed under the Texas Open Meetings Act, Texas Government Code, Chapter 551 (the "Act"), if during the course of the meeting covered by this Notice, the Board should determine that a closed session of the Board is required, then such closed session will be held by the Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the Board may conveniently meet in closed session concerning any and all purposes permitted by the Act.

**5:00 PM - (CALL TO ORDER)**

- I. INTRODUCTION
    - A. ROLL CALL
      - 1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082 and 551.0821 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:
        - a. LEGAL
          - 1. Pending or contemplated litigation matters and status report
          - 2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act
        - b. PERSONNEL
          - 1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees
        - c. REAL ESTATE
          - 1. Deliberation regarding the purchase, exchange, lease or value of real property
            - 1. 3350 Waverly Street
        - d. ECONOMIC DEVELOPMENT
          - 1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations
        - e. SAFETY
          - 1. Deliberation about a security audit or the deployment, or specific occasions for implementation, of security personnel or devices.
            - 1. Texas School Safety Center Intruder Detection Audit
- II. 6:00 p.m. - PUBLIC HEARINGS
  - A. Schools FIRST (Financial Integrity Rating System of Texas)
    - 1. Public Comments
  - B. Targeted Improvement Plans (Comprehensive Schools)
    - 1. Public Comments
- III. REGULAR OPEN BOARD MEETING
  - A. INTRODUCTION OF REGULAR MEETING
    - 1. United States and Texas Flags Pledges of Allegiance
    - 2. Recognitions





# Schools FIR\$T Accountability

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November 17, 2022

# Financial Integrity Rating System of Texas (FIR\$T) enacted by Legislature to:

- Hold districts accountable for quality of their financial management practices;
- Provide maximum allocation for direct instructional purposes;
- Evaluate quality of financial management decisions.

# Schools FIR\$T Critical Indicators

Failure of any critical indicator = automatic failure on FIR\$T

- Annual financial report filed by deadline to TEA
- Unmodified opinion on annual financial report
- Compliance with payment terms of all bonded debt agreements
- Timely payments to state and federal agencies (TRS, TWC, IRS, etc.)
- Total unrestricted net asset balance > 0 in governmental activities (This indicator is not being scored this year)

# Schools FIR\$T Other Indicators

## Solvency Indicators

- Designed to detect early signs of solvency related issues
- 9 indicators

## Financial Competency Indicators

- Designed to show quality of district management decisions and financial management practices
- 6 indicators

# Solvency Indicators

- Indicator 6: 3 Year Change in Fund Balance (Passed)
- Indicator 7: Number of Days of Cash on Hand Sufficient (10)
- Indicator 8: Sufficient Current Assets to Current Liabilities (8)
- Indicator 9: General Fund Revenues Equal or Exceed Expenditures (10)
- Indicator 10: This indicator is not being scored
- Indicator 11: Long-Term Liabilities to Total Assets Ratio (10)
- Indicator 12: Debt Per \$100 of Assessed Property (10)
- Indicator 13: Administrative Cost Ratio (8)
- Indicator 14: Student to Staff Ratio over 3 Year Period (10)

# Financial Competency Indicators

- Indicator 15: This indicator is not being scored
- Indicator 16: PEIMS to AFR (Data Feed) Data Quality (**Passed**)
- Indicator 17: Material Weakness in Internal Controls Over Financial Reporting (**Passed**)
- Indicator 18: Material Noncompliance Disclosed on AFR (**10**)
- Indicator 19: Transparency – Required Financial Postings (**5**)
- Indicator 20: Property Values Discussion with the Board of Trustees (**Passed**)

# What is BISD's Rating?

## **A = Superior Achievement**

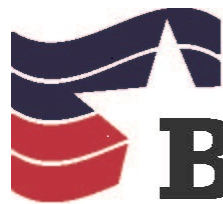
BISD received 96 of 100 points



Questions?

# **2022 ANNUAL FINANCIAL MANAGEMENT REPORT**

***Fiscal Year Ended June 30, 2021***



**Beaumont ISD**<sup>TM</sup>

Preparing Our Next Generation

## INTRODUCTION

The Financial Integrity Rating System of Texas (Schools FIRST) was developed by the Texas Education Agency (TEA) in response to senate Bill 875 of the 76<sup>th</sup> Texas Legislature in 1999. It is administered by TEA and calculated on information submitted to TEA via our Public Education Information Management System (PEIMS) submission each year.

During the 77<sup>th</sup> regular session of the Texas Legislature in 2001, Senate Bill 218 was passed and signed into law by Governor Perry shortly thereafter. This law requires each school district to prepare an annual financial accountability report and hold a public hearing within two months of the receiving the official ratings. The primary goal of Schools FIRST is to achieve quality performance in the management of school district's financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The primary objective of the rating system is to assess the quality of financial management in Texas public schools. A secondary objective is to measure and report the extent to which financial resources in Texas public schools assure the maximum allocation possible for direct instructional purposes. Other objectives reflect the implementation of a rating system that fairly and equitably evaluates the quality of financial management decisions.

Major changes to the Schools FIRST system were implemented by the TEA in August 2015 that combined financial indicators with financial solvency indicators, in accordance with House Bill 5 of the 83<sup>rd</sup> Texas Legislature in 2013. The changes to the Schools FIRST system implemented by the TEA in August 2015 were phased in over three years. The Commissioner of Education made several changes to Schools FIRST rating system for the rating year 2021-2022 (based on 2020-2021 data) consists of 20 base indicators of which three indicators were not scored by the TEA.

The School FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts: "A" for "Superior Achievement"; "B" for "Above Standard Achievement"; "C" for "Meets Standard Achievement"; and "F" for "Substandard Achievement". Districts that receive the "Substandard Achievement" ratings under the School FIRST must file a corrective action plan with TEA.

This is the 20<sup>th</sup> year of the Schools FIRST rating system. Beaumont Independent School District currently has a rating of "**Superior Achievement**" for the 2021-2022 fiscal year, with 18 out of 20 indicators receiving the highest possible number of points. This is the fourth year in a row that the District has achieved the highest rating.



**Financial Integrity Rating System of Texas**

**2021-2022 RATINGS BASED ON SCHOOL YEAR 2020-2021 DATA - DISTRICT STATUS DETAIL**

<b>Name:</b> <b>BEAUMONT ISD(123910)</b>	<b>Publication Level</b> 1: 8/2/2022 2:05:39 PM
<b>Status:</b> <b>Passed</b>	<b>Publication Level</b> 2: 8/4/2022 12:15:48 PM
<b>Rating:</b> A = Superior Achievement	<b>Last Updated:</b> 8/4/2022 12:15:48 PM
<b>District Score:</b> 96	<b>Passing Score:</b> 70

#	Indicator Description	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	Yes Ceiling Passed
5	This indicator is not being scored.	

		1 Multiplier Sum
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	8
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	10
10	This indicator is not being scored.	10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.</u>	10
12	<u>Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.</u>	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	8
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	10
15	This indicator is not being scored.	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	Ceiling Passed

18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	5
20	<u>Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	Ceiling Passed
		96 Weighted Sum
		1 Multiplier Sum
		(100 Ceiling)
		96 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</b></p> <p>The school district receives an <b>F</b> if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

## CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

<b>Determination of rating based on meeting ceiling criteria.</b>	<b>Maximum Points</b>	<b>Maximum Rating</b>
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

## OTHER REQUIRED INFORMATION



## Superintendent's Current Employment Contract



The Superintendent's contract has been posted on the district website at [www.bmtisd.com](http://www.bmtisd.com)



The contract will remain posted for the next twelve months



**Reimbursements Received by the Superintendent and Board of Trustees  
Fiscal Year Ending June 30, 2022**

	Meals	Lodging	Registration	Transportation	Other	Total
Dr. Shannon Allen	\$ 356.00	\$ 2,253.18	\$ 1,020.00	\$ 1,117.31	\$ 400.05	\$ 5,146.54
Robert C. Dunn	696.00	2,768.06	2,331.03	1,046.11		\$ 6,841.20
Woodrow Reece, II	461.00	2,488.48	2,231.30	960.06	167.62	\$ 6,308.46
Stacey Lewis, Jr.	483.00	1,585.39	2,026.30	751.22	57.00	\$ 4,902.91
Joe Evans, Jr.	143.00	684.30	1,396.30	325.92	96.00	\$ 2,645.52
Tillie Hickman	93.00	456.20	1,131.30	168.20	-	\$ 1,848.70
Kevin Reece	80.00	776.20	1,507.14	325.92	38.00	\$ 2,727.26
Denise Wallace-Spooner	503.00	2,208.07	1,748.26	998.67	412.02	\$ 5,870.02

**Outside Compensation and/or Fees Received by the Superintendent  
Fiscal Year Ending June 30, 2022**



The Superintendent did not receive any outside compensation



## **Gifts Received by the Superintendent and Board of Trustees**

(Gifts that had an economic value of \$250 or more in the aggregate)

**Fiscal Year Ending June 30, 2022**



The Superintendent and the Board of Trustees did not receive gifts that totaled \$250 or more

## **Business Transactions Between BISD and the Board of Trustees**

**Fiscal Year Ending June 30, 2022**



No business transactions occurred between BISD and the Board of Trustees



# Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** II.B.1.

**Agenda Item Title:** Approval of Targeted Improvement Plans

**Cabinet Level Presenter(s):** Anetra Cheatham, Chief Innovation Officer

**Additional Presenter(s):** Dr. Kandiest Martin-Brock, DCSI; Campus Principals

**Executive Summary:** The 2022-2023 School Improvement Matrix released by the Texas Education Agency requires campuses identified for Comprehensive Support and Improvement to engage in interventions that include the development of a Targeted Improvement Plan. Campuses who received an overall score of less than 70, “C” during the 2021-2022 school year are considered “Not Rated” in the TEA A-F Accountability System. Targeted Improvement Plans must be aligned to the Effective Schools Framework and approved by the Board. This exhibit includes the Targeted Improvement Plans for the following campuses:

- Amelia Elementary
- Beaumont United High School
- Dr. Martin Luther King, Jr. Middle School
- Paul Brown Learning Center
- Pietzsch MacArthur K-8
- PLA @ Smith Middle School

**Recommendation:** The Office of Innovation recommends that the Board approve the Targeted Improvement Plans presented for campus implementation of school improvement interventions for the 2022-23 school year.

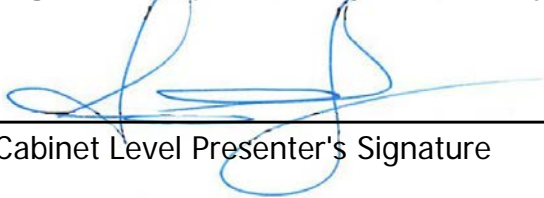
**Budget Impact\* (if applicable):** Not Applicable

**Funding Source (if applicable):** Not Applicable

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

  
 \_\_\_\_\_  
 Cabinet Level Presenter's Signature

November 10, 2022  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 \*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 General Counsel's Signature

\_\_\_\_\_  
 Date



**Beaumont Independent School District  
Paul Brown Learning Center  
2022-2023 Targeted Improvement Plan**



	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>54</b>	<b>Not Rated: Senate Bill 1365</b>
<b>Student Achievement</b>		<b>64</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	10	51	
College, Career and Military Readiness	10	74	
Graduation Rate	73	70	
<b>School Progress</b>			<b>Not Rated</b>
Academic Growth			Not Rated
Relative Performance (Eco Dis: 91.8%)			Not Rated
<b>Closing the Gaps</b>	<b>0</b>	<b>30</b>	<b>Not Rated: Senate Bill 1365</b>

	Percent	Bonus Points Earned
<b>AEA Bonus Points</b>		
RHSP/DAP/FHSP-E/FHSP-DLA Graduates	5%	0
EOC Retest Assessments at Approaches Grade Level or Above	23%	0

1. **Student Achievement:** By the end of the 2022-23 school year, Paul Brown Learning Center will increase its overall percentage for STAAR Performance by 10% points, from 51% to 61. The campus will accomplish this goal by increasing their scores by 5-10 pts for App/Meets/Master. The Leadership Team has chosen these goals relative to the 2022 accountability rating. Under the Student Achievement Domain, Paul Brown received a "C" for both CCMR and Graduation Rate. Because the campus is an alternative placement for credit recovery, it would not be ideal for us to focus or set a goal for the graduation rate. Also, the campus has limited opportunities to increase the CCMR. Therefore, we would benefit best by focusing on Effective Instruction and the use of High Quality Instructional Materials, while increasing STAAR performance.

**Reading:** Approaches 30%, Meets 8% & Masters 5%

**Mathematics:** Approaches 46%, 9% & Masters 5%

2. **School Progress:** The Paul Brown Learning Center is currently "not rated" in this domain as a result of its identification as an alternative education program.

3. **Closing the Gaps:** If we prioritize achieving our targets for our Academic Achievement in ELA for African American, Economically Disadvantaged and Continuously Enrolled, we will achieve two targets. Additionally, we will focus on academic achievement in Mathematics for African Americans. Setting a goal to achieve 3 more indicators in Domain 3 will help us achieve at least a D letter grade in this Domain and increase our campus performance. In Summary, we will achieve the goals for the following groups: 4 out of 5 – Academic Achievement.

4. **CCMR:** For the 2022-23 school year, the Paul Brown Learning Center’s Partnership with Lamar Institute of Technology will provide access to CTE Courses in Welding, HVAC, and Real Estate.



**Beaumont Independent School District  
Beaumont United High School  
2022-2023 Targeted Improvement Plan**



	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>56</b>	<b>Not Rated: Senate Bill 1365</b>
<b>Student Achievement</b>		<b>52</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	23	50	
College, Career and Military Readiness	31	64	
Graduation Rate	18	30	
<b>School Progress</b>		<b>58</b>	<b>Not Rated: Senate Bill 1365</b>
Academic Growth	47	55	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 90.8%)	27	58	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>7</b>	<b>50</b>	<b>Not Rated: Senate Bill 1365</b>

- Student Achievement:** By the end of the 2022-23 school year, Beaumont United High School will increase scores by 5 points for App/Meets/Masters based on the results we achieved this year. The campus will focus on tutor support for our students that did not pass STAAR, as well as those who did not take any STAAR End - Of - Course exams. The campus will focus on data analysis in our PLCs in order to provide data driven instruction and will guide teachers to provide targeted support to students. A focus on the school culture and the monitoring of effective instruction, along with providing feedback through administrative walk - throughs will also lead us to success. Beaumont United also believes that a focus on college, career, and military readiness will ensure that students meet CCMR criteria which will significantly impact the Domain I accountability score. By achieving these Domain component score goals, the campus overall score will go from 56 to 66 with an overall rating of D.
- School Progress:** Beaumont United’s focus will be on Domain 2B: The goal is to achieve our component scaled score of 65; economically disadvantaged: 90.8% If the campus focuses on overall achievement, increasing our Domain I score to 54, the relative performance (2B) will also improve. With more students on campus able to be accounted for as economically disadvantaged, that percentage should increase to a more realistic representation of the student population. We plan to recover learning loss by building capacity in data - driven instruction and increasing effective teacher instruction.
- Closing the Gaps:** Beaumont United High School met 6 targets in 2022. By prioritizing achieving targets in 3 additional areas: CCMR, School Quality Status African American and Economically Disadvantaged, we will achieve 9 targets and ensure our students recover significant learning loss and increase campus academic performance.
- CCMR:** Campus Performance Objective 1: By May 2023, of all students tested, the percentage of students who score at least 480 on Evidence - Based reading and writing on the SAT will move from 47% to 60% and from 20% to 45% scoring at least 530 on the mathematics portion of the SAT exam. In addition, we will increase by 5% the number of students taking the SAT/ACT during the 2022-2023 school year.
- Federal Graduation Rate:** By August 2023, the graduation rate will increase from 92% (class of 2022) to 97% (class of 2023). By May 2023, 75% of graduates receiving special education services during the year of graduation will graduate under the Foundation High School Plan with Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).



**Beaumont Independent School District**  
**Pietzsch MacArthur PK-8 Center**  
**2022-2023 Targeted Improvement Plan**



	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>57</b>	<b>Not Rated: Senate Bill 1365</b>
<b>Student Achievement</b>		<b>43</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	15	43	
College, Career and Military Readiness Graduation Rate			
<b>School Progress</b>		<b>58</b>	<b>Not Rated: Senate Bill 1365</b>
Academic Growth	61	58	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 96.0%)	15	44	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>19</b>	<b>55</b>	<b>Not Rated: Senate Bill 1365</b>

- Student Achievement:** For the 2022-2023 school year, Pietzsch MacArthur will focus on student achievement in Math and Reading in the All Students category for grades 3-8. Based on the accountability system standards, the campus will strive to achieve a Domain 1 score of 50 which is a 7-point increase above the 2022 Domain 1 score which was 43. The impact of achieving this goal will complement Domains 2 and 3. Based on our 2021-2022 data, the campus is currently F-rated due to challenges with student achievement and student growth in reading, math, and science in grades 3-7. The economically disadvantaged and African American student subgroup earned the lowest achievement scores. The Economically Disadvantaged subgroup will be one of our focus areas because no less than 96% of students at the campus fall into this subgroup. When we improve the performance of the Economically Disadvantaged subgroup, we will positively impact all other subgroups such as Hispanic, Emergent Bilingual, and Special Education.
- School Progress:** Pietzsch MacArthur will continue to focus on student growth. It is both achievable and ambitious to increase our scores by 5-10 points for App/Meets/Masters in Reading and Math combined, considering the progress we made in 2022. The campus will track student growth by subgroup to ensure differentiated instruction is provided to support the needs of all learners. Additionally, the campus will focus on Domain 2A Growth. In order to achieve a C in this domain, the campus has to achieve a 71 or a scaled score of 74. The school progress goals for the 2022-2023 school year for grades 3-8 in Reading and Math are as follows:

**ELAR:** Approaches: 50% Meets: 20 Masters: 8

**Math:** Approaches: 30 Meets: 9 Masters: 3
- Closing the Gaps:** For domain 3 Pietzsch MacArthur will focus on achieving our TELPAS progress measure as well as tracking our EB students in math as noted in Domain 2. Focus Area 1 is Student Achievement for our Economically Disadvantaged students in ELA. The target for this group is 33%. Focus Area 2 is TELPAS for our emergent bilingual students. For the 2022 school year, the campus achieved a target of 32%. The campus will increase the achievement target to 36%. The campus met 6 targets for the 2022 school year and will need to achieve no less than 8 target areas to increase their rating 1 letter grade. Achieving the TELPAS measure and economically disadvantaged target will earn the 8 target areas needed.



Beaumont Independent School District

Amelia Elementary



2022-2023 Targeted Improvement Plan

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>84</b>	<b>B</b>
<b>Student Achievement</b>		56	Not Rated: Senate Bill 1365
STAAR Performance	30	56	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>88</b>	<b>B</b>
Academic Growth	80	88	B
Relative Performance (Eco Dis: 83.2%)	30	57	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>64</b>	<b>74</b>	<b>C</b>

- Student Achievement:** Based on our 2021-2022 data, Amelia is currently B-rated. For the 2022-2023 school year, the campus will focus on student achievement in Math and Reading in the All Students category for grades 3-8. Based on the accountability system standards, Amelia will strive to achieve a Domain 1 score of 60, which is a 10-point increase above the 2022 Domain 1 score. The impact of achieving this goal will raise the campus rating from a B to an A in conjunction with improvement in domains 2 and 3.
- School Progress:** Amelia Elementary will continue to focus on student growth. The campus data supports that this is achievable and ambitious to increase overall scores by 5-10 points for App/Meets/Masters in Reading and Math combined, considering the progress we made in 2022 in implementing systems. The focus will be on Domain 2B: The goal is to achieve our component scaled score of 50; economically disadvantaged: 83%. If the campus focuses on overall achievement, increasing our Domain 1 score to 65, our relative performance (2B) will also improve. With more students on campus able to be accounted for as economically disadvantaged, that percentage should increase to a more realistic representation of the student population. We plan to recover learning loss by building capacity in data-driven instruction and increasing effective teacher instruction.
- Closing the Gaps:** Amelia Elementary met 13 targets in 2022. (All Students, AA, Hispanic, White, Asian, two or more races, ED, EL, Continuously Enrolled, non-continuously enrolled, and SpEd (current), SPED Former, EL Current and monitored.) Prioritizing targets caused gains in academic growth. The campus believes these subgroups are critical for us to focus on to ensure all of our students are achieving their maximum potential.



## Beaumont Independent School District

### Smith Middle School

#### 2022-2023 Targeted Improvement Plan

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>59</b>	<b>Not Rated: Senate Bill 1365</b>
<b>Student Achievement</b>		<b>41</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	12	41	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>57</b>	<b>Not Rated: Senate Bill 1365</b>
Academic Growth	56	57	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 92.0%)	12	43	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>16</b>	<b>63</b>	<b>Not Rated: Senate Bill 1365</b>

- Student Achievement:** By the end of 2022-23 school year, Smith Middle School will make a 10% increase in Reading and Math for scholars scoring Approaching or better on the STAAR Test.
  - 5% increase Meets
  - 2% increase Masters
- School Progress:** By May 2023, the Academic Growth Raw score will increase from 52 to 65 resulting in an overall school letter grade of "C".
- Closing the Gaps:** Smith Middle School will increase our Domain 3 score from Not Rated to a "C" by achieving the following:
  - Academic Achievement 2 out of 1
  - 6 student groups
  - Academic Growth 6 out of 16 student groups
  - ELP 1 out 1 student group



## Beaumont Independent School District

### King Middle School

#### 2022-2023 Targeted Improvement Plan

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>59</b>	<b>Not Rated: Senate Bill 1365</b>
<b>Student Achievement</b>		<b>47</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	18	47	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>59</b>	<b>Not Rated: Senate Bill 1365</b>
Academic Growth	60	59	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 91.5%)	18	49	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>29</b>	<b>70</b>	<b>C</b>

- Student Achievement:** King Middle School will focus on overall achievement, and increase the Domain 1 score to a 57. While KMS made some gains in 2022, the campus was still rated as a F campus for 21-22. We think it is both achievable and ambitious to increase our scores by 10-15 pts for App/Meets/Masters. We will focus on strengthening and aligning our lesson planning, assessments, and instructional materials. Our focus on weekly observations and feedback will help us prioritize which standards and students to address. KMS will focus on additional acceleration supports and re-establishing strong classroom routines and high-yield instructional strategies for all students. In addition, KMS will focus on Data Driven Instruction and prioritizing struggling classrooms and standards for where learning must take place to improve student outcomes.
- School Progress:** King Middle School will continue to focus on student growth. We think it is both achievable and ambitious to increase our scores by 5-11 pts for App/Meets/Masters in Reading and Math combined, considering that the progress we made in 2022 in the implementation of systems for the selected Essential Actions in our TIP allowed us to have student growth. We will track student growth individually to ensure differentiated instruction is provided to support each student in having the growth they need. Our primary focus for the 22-23 school year will be to increase our Domain 2A score to a 70. Along with the focused efforts toward high-yield instructional strategies, strong and consistent classroom routines, and DDI, KMS will also utilize daily acceleration classes to provide a high-impact tutorial for small groups of students.
- Closing the Gaps:** If we prioritize achieving our targets for our Academic Achievement in Math and Reading for Hispanic and Economically Disadvantaged Student Groups, we will achieve two additional targets. We also want to focus on our TELPAS target and ensure we meet this target. Increasing our achievement by 1 more indicator in Domain 3 will help KMS to achieve a C letter grade in this Domain and increase the overall campus performance. In summary, we will achieve the goals for the following groups:

  - 3 out of 16 – Academic Achievement
  - 7 out of 18 – Growth
  - 1 – ELPS/TELPAS
  - 1 out of 8 – Student Success

**Beaumont Independent School District**  
**Amelia Elementary School - TIP**  
**2022-2023 Targeted Improvement Plan**



**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Shannon Allen  
Dr. Kandiest Brock

**Principal:** Yvonne DuPont  
**ESC Case Manager:** Bridget Kirby  
**ESC Region:** 5

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Kandiest Brock

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Anita Frank

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Yvonne DuPont

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# Data Analysis

## Student Achievement

### What accountability goal has your campus set for this year?

#### Domain 1: Student Achievement

Based on our 2021-2022 data, our campus is currently B-rated. For the 2022-2023 school year, we will focus on student achievement in Math and Reading in the All Students category for grades 3-8. Based on the accountability system standards, we will strive to achieve a Domain 1 score of 60, which is a 10-point increase above the 2022 Domain 1 score. The impact of achieving this goal will raise our campus rating from a B to an A in conjunction with improvement in domains 2 and 3.

## School Progress

### What accountability goal has your campus set for this year?

Amelia Elementary will continue to focus on student growth. We think it is achievable and ambitious to increase our scores by 5-10 points for App/Meets/Masters in Reading and Math combined, considering the progress we made in 2022 in implementing systems. Our focus will be on Domain 2B: Our goal is to achieve our component scaled score of 50; economically disadvantaged: 83%. If we focus on overall achievement, increasing our Domain I score to 65, our relative performance (2B) will also improve. With more students on campus able to be accounted for as economically disadvantaged, that percentage should increase to a more realistic representation of the student population. We plan to recover learning loss by building capacity in data-driven instruction and increasing effective teacher instruction.

## Closing the Gaps

### What accountability goal has your campus set for this year?

13 targets were met in 2022. (All Students, AA, Hispanic, White, Asian, two or more races, ED, EL, Continuously Enrolled, non- continuously enrolled, and SpEd (current), SPED Former, EL Current and monitored.)

Prioritizing targets caused gains in academic growth. We believe these subgroups are critical for us to focus on to ensure all of our students are achieving their maximum potential.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

According to our 2022 data, reading and math will be our focus this year when thinking about student performance. These areas were identified because 35 % of students met standard in reading and 19% met standards in math. The intended impact is to increase the % of students achievement meets and masters.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

Targeted outcome is for our African American, and Hispanic subgroups to increase meets and masters by 5% from the 2021-2022 scores.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Beginning Implementation**

**Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Beginning Implementation**

**Key Practices:**

**Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.**

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:**

**1. Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

**Rationale:** Lesson Internalization will be used to coach teachers to understand the TEKS and to be able to Know It/Show It in order for effective Tier 1 lesson delivery. PLC 's with all grade levels along with constructive feedback to teachers through the use of school mint/ Whetstone will also be utilized to provide feedback. Instructional Partners and the District Curriculum and Instruction Department will provide us support in this essential action. Our campus has decided to prioritize 4.1 based on the needs of the campus.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** Engaging in partnership with Instructional Partners and the District content support, building upon the Lesson Internalization framework we will continue to progress monitor our teachers through grade level meetings (planning) and being able to complete the Know It/Show It chart. In addition, we will continue to support our teachers through Data PLCs to help drive instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We are continuing to communicate to our stakeholders through our campus weekly newsletters, and weekly faculty meetings. Teachers have the weekly PLC schedule for the school year and we have established the buy-in at the beginning of the school year by revealing our TEA Accountability Rating.

**Desired Annual Outcome:** By May of 2023, 80% of teachers will be able to internalize the lesson cycle measured by teachers leading effective lesson planning for Tier 1 lesson delivery.

**District Commitment Theory of Action:** If the district provides the campus with standards-aligned, high-quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope, and sequence, integrated supports to meet the needs of all students including special populations particularly our bilingual student group, and all necessary materials for implementation with fidelity and training in how to utilize these materials in the time given, then the ILT will be able to provide feedback on these lessons to ensure students are receiving high-quality daily lessons that will lead to increased student achievement.

**Desired 90-day Outcome:** By end of Cycle 1, 50% of teachers will be able to internalize the lesson cycle measured by teachers delivering lessons aligned to the rigor of TEKS, as evidenced by scholars' progress on District nine weeks assessments. CLT will provide weekly observations and feedback.

**District Actions:** The District will provide support to teachers on lesson internalization and on resources and materials. Instructional coaches will guide effective lesson planning for TIER 1 lesson delivery. Teachers will be offered instructional leadership support in lesson internalization, effective planning, and delivery of the lesson.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Our challenge will be making sure teachers use the time allotted to internalize the lesson cycle and the lesson plans and deliver effective instruction.	None	Lesson internalization is used to coach teachers to understand TEKS and for effective TIER 1 lesson delivery.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.</p> <p><b>Evidence Used to Determine Progress:</b> The instructional leadership team will be trained in Deep Dive lesson Alignment, to assist teachers in internalizing and modifying lesson plans and provide meaningful high leverage feedback. ILT will calibrate on lesson plan feedback in weekly leadership team meetings.</p> <p><b>Person(s) Responsible:</b> Principal and ILT.</p> <p><b>Resources Needed:</b> Deep Dive lesson Alignment Training, Lesson Plan template, Uniform format for ILT feedback.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 28, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Protected time is provided to teachers to discuss/ prep for upcoming units, to internalize, lessons, and gather resources based on data from Pause Points, the Nine Week Assessments, and the Mid-Nine Week assessments. Staff development and training will be provided to ILT from Instructional partners to be documented by sign-in sheets and agenda.</p> <p><b>Evidence Used to Determine Progress:</b> Percentages of students scoring meets and master's on Pause Points, Nine Week Assesment and Mid-Nine Week assessments will determine progress.</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal and ILT</p> <p><b>Resources Needed:</b> Deep Dive lesson Alignment Training, Uniform format for ILT feedback, District Assessments.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 28, 2022</p> <p><b>Funding Sources:</b> - 6100-Payroll - \$5,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Daily lesson-level, exit tickets, and weekly quick checks are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials.</p> <p><b>Evidence Used to Determine Progress:</b> Daily exit tickets, weekend quick checks, and District Assessments</p> <p><b>Person(s) Responsible:</b> CLT, teachers, District Content specialist.</p> <p><b>Resources Needed:</b> Formative assessments, and exit tickets.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 10, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 18, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:** Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Rationale:** Teachers will be provided additional planning time to discuss/prep for upcoming units by gathering resources based on data from Pause Points, Nine Week Assessments, and Mid-Nine Week Assessments and be able to create small group interventions and hands-on activities based on data plan for extending the learning for our high-performing students. 2021-2022 data shows gaps in African American and Hispanic subgroups. Tier 1 data driven instruction will be utilized to close those gaps.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** We will build capacity by using the district's framework for the beginning of the year curriculum rollout and using provided resources to update the upcoming curriculum.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Priorities will be communicated to stakeholders through PLCs, faculty staff developments, and feedback sessions provided during formal and informal observations.

**Desired Annual Outcome:** By May 2023, 80% of teachers will be able to internalize the lesson cycle measured by teachers leading effective lesson planning for Tier 1 lesson delivery.

**District Commitment Theory of Action:** If the district will support teachers and instructional coaches with training in using corrective instruction action planning, planning individually and in PLCs to analyze student work, identifying trends in student misconceptions, determining the root cause and create plans for instructional adjustments then Amelia would increase the numbers of students who meet and master the content.

**Desired 90-day Outcome:** By the end of Cycle 1, protected time will be built into 50% of teacher's schedule to discuss/ prep for upcoming units, to gather resources based on data from Pause Points, Nine Week Assessments, and Mid-nine Week assessments, and small groups will be created for interventions and hands-on based activities, all based on data.

**District Actions:** The District will provide support for resources small groups instruction and intervention groups. And provide nine-week, and mid-week assessments/ data.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Resources to create weekly assessments, and Pause Points with the same rigor or higher, that match the state assessment.	None	Rigorous Weekly assessments and pause points are created to evaluate student learning.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> By October, CLT creates protected 40 minutes each Wednesday and Thursday and one additional hour of protected time each Wednesday to discuss/ prep for upcoming units to gather resources based on data from Pause Points, Nine Week Assessments, and Mid Nine Week assessments.</p> <p><b>Evidence Used to Determine Progress:</b> PLC sign-in sheets for attendance and weekly student short assessments to determine effectiveness.</p> <p><b>Person(s) Responsible:</b> CLT, AP, P, Amelia teachers</p> <p><b>Resources Needed:</b> Assessments data, assessments,</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 10, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 18, 2022</p> <p><b>Funding Sources:</b> - 6100-Payroll - \$5,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Small groups will be created, and hands-on activities will be utilized based on data and data-driven instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Student quick checks, and formal and informal assessments will be used.</p> <p><b>Person(s) Responsible:</b> CLT and teachers</p> <p><b>Resources Needed:</b> Teachers, hands-on activities related to TEKS.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 10, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 18, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Unpack standard and create exemplar: unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm the expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery.</p> <p><b>Evidence Used to Determine Progress:</b> Student performance after lessons has been delivered and scholars assessed.</p> <p><b>Person(s) Responsible:</b> CLT, teachers, instructional coaches</p> <p><b>Resources Needed:</b> District Curriculum, Lead4ward resources.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 10, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 18, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

**Rationale:** Lesson Internalization will be used to coach teachers to understand the TEKS and to be able to Know It/Show It in order for effective Tier 1 lesson delivery. PLC 's with all grade levels along with constructive feedback to teachers through the use of school mint/ Whetstone will also be utilized to provide feedback. Instructional Partners and the District Curriculum and Instruction Department will provide us support in this essential action. Our campus has decided to prioritize 4.1 based on the needs of the campus.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** Engaging in partnership with Instructional Partners and the District content support, building upon the Lesson Internalization framework we will continue to progress monitor our teachers through grade level meetings (planning) and being able to complete the Know It/Show It chart. In addition, we will continue to support our teachers through Data PLCs to help drive instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We are continuing to communicate to our stakeholders through our campus weekly newsletters, and weekly faculty meetings. Teachers have the weekly PLC schedule for the school year and we have established the buy-in at the beginning of the school year by revealing our TEA Accountability Rating.

**Desired Annual Outcome:** By May of 2023, 80% of teachers will be able to internalize the lesson cycle measured by teachers leading effective lesson planning for Tier 1 lesson delivery.

**District Commitment Theory of Action:** If the district provides the campus with standards-aligned, high-quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope, and sequence, integrated supports to meet the needs of all students including special populations particularly our bilingual student group, and all necessary materials for implementation with fidelity and training in how to utilize these materials in the time given, then the ILT will be able to provide feedback on these lessons to ensure students are receiving high-quality daily lessons that will lead to increased student achievement.

**Desired 90-day Outcome:** By end of the Cycle 2, 60% of teachers will be able to internalize the lesson cycle measured by teachers delivering lessons aligned to the rigor of TEKS, as evidenced by scholars' progress on District nine weeks assessments. CLT will provide weekly observations and feedback.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:** Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Rationale:** Teachers will be provided additional planning time to discuss/prep for upcoming units by gathering resources based on data from Pause Points, Nine Week Assessments, and Mid-Nine Week Assessments and be able to create small group interventions and hands-on activities based on data plan for extending the learning for our high-performing students. 2021-2022 data shows gaps in African American and Hispanic subgroups. Tier 1 data driven instruction will be utilized to close those gaps.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** We will build capacity by using the district's framework for the beginning of the year curriculum rollout and using provided resources to update the upcoming curriculum.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Priorities will be communicated to stakeholders through PLCs, faculty staff developments, and feedback sessions provided during formal and informal observations.

**Desired Annual Outcome:** By May 2023, 80% of teachers will be able to internalize the lesson cycle measured by teachers leading effective lesson planning for Tier 1 lesson delivery.

**District Commitment Theory of Action:** If the district will support teachers and instructional coaches with training in using corrective instruction action planning, planning individually and in PLCs to analyze student work, identifying trends in student misconceptions, determining the root cause and create plans for instructional adjustments then Amelia would increase the numbers of students who meet and master the content.

**Desired 90-day Outcome:** By the end of Cycle 2, protected time will be built into 60% of teacher's schedules to discuss/ prep for upcoming units, to gather resources based on data from Pause Points, Nine Week Assessments, and Mid-Nine Week assessments, and small groups will be created for interventions and hands-on based activities, all based on data.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:**

#### 1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

**Rationale:** Lesson Internalization will be used to coach teachers to understand the TEKS and to be able to Know It/Show It in order for effective Tier 1 lesson delivery. PLC 's with all grade levels along with constructive feedback to teachers through the use of school mint/ Whetstone will also be utilized to provide feedback. Instructional Partners and the District Curriculum and Instruction Department will provide us support in this essential action. Our campus has decided to prioritize 4.1 based on the needs of the campus.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** Engaging in partnership with Instructional Partners and the District content support, building upon the Lesson Internalization framework we will continue to progress monitor our teachers through grade level meetings (planning) and being able to complete the Know It/Show It chart. In addition, we will continue to support our teachers through Data PLCs to help drive instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We are continuing to communicate to our stakeholders through our campus weekly newsletters, and weekly faculty meetings. Teachers have the weekly PLC schedule for the school year and we have established the buy-in at the beginning of the school year by revealing our TEA Accountability Rating.

**Desired Annual Outcome:** By May of 2023, 80% of teachers will be able to internalize the lesson cycle measured by teachers leading effective lesson planning for Tier 1 lesson delivery.

**District Commitment Theory of Action:** If the district provides the campus with standards-aligned, high-quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope, and sequence, integrated supports to meet the needs of all students including special populations particularly our bilingual student group, and all necessary materials for implementation with fidelity and training in how to utilize these materials in the time given, then the ILT will be able to provide feedback on these lessons to ensure students are receiving high-quality daily lessons that will lead to increased student achievement.

**Desired 90-day Outcome:** By the end of Cycle 3, 75% of teachers will be able to internalize the lesson cycle measured by teachers delivering lessons aligned to the rigor of TEKS, as evidenced by scholars' progress on District nine weeks assessments. CLT will provide weekly observations and feedback.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:** Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Rationale:** Teachers will be provided additional planning time to discuss/prep for upcoming units by gathering resources based on data from Pause Points, Nine Week Assessments, and Mid-Nine Week Assessments and be able to create small group interventions and hands-on activities based on data plan for extending the learning for our high-performing students. 2021-2022 data shows gaps in African American and Hispanic subgroups. Tier 1 data driven instruction will be utilized to close those gaps.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** We will build capacity by using the district's framework for the beginning of the year curriculum rollout and using provided resources to update the upcoming curriculum.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Priorities will be communicated to stakeholders through PLCs, faculty staff developments, and feedback sessions provided during formal and informal observations.

**Desired Annual Outcome:** By May 2023, 80% of teachers will be able to internalize the lesson cycle measured by teachers leading effective lesson planning for Tier 1 lesson delivery.

**District Commitment Theory of Action:** If the district will support teachers and instructional coaches with training in using corrective instruction action planning, planning individually and in PLCs to analyze student work, identifying trends in student misconceptions, determining the root cause and create plans for instructional adjustments then Amelia would increase the numbers of students who meet and master the content.

**Desired 90-day Outcome:** By the end of Cycle 3, protected time will be built into 70% of teacher's schedules to discuss/ prep for upcoming units, to gather resources based on data from Pause Points, Nine Week Assessments, and Mid-Nine Week assessments, and small groups will be created for interventions and hands-on based activities, all based on data.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2			\$5,000.00
1	2	1			\$5,000.00
<b>Sub-Total</b>					\$10,000.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$0.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$5,000.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$10,000.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$5,700.00
<b>+/- Difference</b>					\$5,700.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00

Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				<b>Budgeted Budget Object Code Amount</b>	\$3,000.00
				<b>+/- Difference</b>	\$3,000.00
				<b>Grand Total Budgeted</b>	\$33,700.00
				<b>Grand Total Spent</b>	\$10,000.00
				<b>+/- Difference</b>	\$23,700.00

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	230	48	62	N/A	District Created Benchmark	50		District Created Benchmark	60		72	
			All	All	Reading	Meets	STAAR	230	16	35	N/A	District Created Benchmark	25		District Created Benchmark	30		40	
			All	All	Reading	Masters	STAAR	230	6	12	N/A	District Created Benchmark	8		District Created Benchmark	10		15	
			All	All	Mathematics	Approaches	STAAR	230	31	49	N/A	District Created Benchmark	40		District Created Benchmark	45		59	
			All	All	Mathematics	Meets	STAAR	230	9	19	N/A	District Created Benchmark	15		District Created Benchmark	18		24	
			All	All	Mathematics	Masters	STAAR	230	3	6	N/A	District Created Benchmark	5		District Created Benchmark	6		9	
			All	All	Science	Approaches	STAAR	230	32	54	N/A	District Created Benchmark	40		District Created Benchmark	45		59	
			All	All	Science	Meets	STAAR	230	6	20	N/A	District Created Benchmark	15		District Created Benchmark	17		21	
			All	All	Science	Masters	STAAR	230	2	8	N/A	District Created Benchmark	4		District Created Benchmark	5		9	
Closing the Gaps	Focus 1	Academic Achievement	All	African American	ELA	N/A	ELA	N/A	29	56	100	District Created Benchmark	50		District Created Benchmark	54		60	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	33	33	100	District Created Benchmark	30		District Created Benchmark	33		40	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	230	Did Not Meet	38	50		40		28	
					Approaches	62	50		60		72	
					Meets	35	25		30		40	
					Masters	12	5		10		15	
	Math	All	STAAR	230	Did Not Meet	51	60		55		41	
					Approaches	49	40		45		59	
					Meets	19	15		18		24	
					Masters	6	5		6		9	

**Beaumont Independent School District**  
**Pietzsch-MacArthur Elementary School - TIP**  
**2022-2023 Targeted Improvement Plan**



**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Shannon Allen  
Dr. Kandiest Brock

**Principal:** Audrey Collins  
**ESC Case Manager:** Bridget Kirby  
**ESC Region:** 5

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Kandiest Brock

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Anita Frank

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Audrey Collins

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# Data Analysis

## Student Achievement

### What accountability goal has your campus set for this year?

#### Domain 1: Student Achievement

Based on our 2021-2022 data, our campus is currently F-rated due to our challenges with student achievement and student growth in reading, math, and science in grades 3-7. Our economically disadvantaged and African American students earned the lowest achievement scores. ED will be one of our focus areas because no less than 96% of our students fall into this subgroup. When we improve the performance of the ED group we will positively impact all other subgroups such as Hispanic, Emergent Bilingual, and Special Education.

For the 2022-2023 school year, we will focus on student achievement in Math and Reading in the All Students category for grades 3-8. Based on the accountability system standards, we will strive to achieve a Domain 1 score of 50 which is a 7-point increase above the 2022 Domain 1 score which was 43. The impact of achieving this goal will complement Domains 2 and 3.

#### ELAR

Approaches: 50%

Meets: 20

Masters: 8

#### Math

Approaches: 30

Meets: 9

Masters: 3

## School Progress

### What accountability goal has your campus set for this year?

We will continue to focus on student growth. We think it is both achievable and ambitious to increase our scores by 5-10 points for App/Meets/Masters in Reading and Math combined, considering the progress we made in 2022. We will track student growth by subgroup to ensure differentiated instruction is provided to support the needs of all learners. We will focus on Domain 2A Growth. In order to achieve a C in this domain, we must achieve a 71 or a scaled score of 74.

Our school progress goals for the 2022-2023 school year for grades 3-8 in Reading and Math are as follows:

#### **ELAR**

Approaches: 50%

Meets: 20

Masters: 8

#### **Math**

Approaches: 30

Meets: 9

Masters: 3

## Closing the Gaps

### What accountability goal has your campus set for this year?

Domain 3: Closing the Gap

For domain 3 we will focus on achieving our TELPAS progress measure as well as tracking our EB students in math as noted in Domain 2. Our Focus Area 1 is Student Achievement for our Economically Disadvantaged students in ELA. The target for this group is 33%. Our Focus Area 2 is TELPAS for our emergent bilingual students. For the 2022 school year, we achieved a target of 32%. We need to raise our target achievement to 36%.

Our campus met 6 targets for the 2022 school year. We will need to achieve no less than 8 target areas to raise our rating 1 letter grade. Achieving the TELPAS measure and economically disadvantaged target will earn the 8 target areas needed.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

Based on Pietzsch-MacArthur historical data, our campus performs strongest in Reading and our Hispanic students are our strongest performing demographic. For the 2022-2023 school year, we will focus primarily on Math as well as TELPAS progress. Based on our data, improving these two focus areas is our highest lever.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

For this goal, we will target our Economically Disadvantaged students as well as our ELL students in reading and math. With such a high ED percentage, the more students that reach Approaches, Meets, or Masters, the greater the opportunity to raise our letter grades. With the addition of 8th grade, we will also focus on 8th-grade social studies and 8th-grade science.

ED is our largest sub-group so improving student achievement with this group will impact all other subgroups. We will also focus on our ELL students. This group was the closest to achieving its target. We are only 4 percentage points below the state target. We will also ensure that our ELL students receive more TELPAS-like instruction. This will help ensure we receive the TELPAS indicator in Domain 3.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Beginning Implementation**

**Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Partial Implementation**

**Key Practices: The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates. • Campus leaders implement targeted and personalized strategies to retain staff, particularly high-performing staff. • Teacher placements are strategic based on student need and teacher strengths. • Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. • Preferred substitutes are recruited and retained.**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Beginning Implementation**

**Key Practices: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Partial Implementation**

**Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Partial Implementation**

**Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Beginning Implementation**

**Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.**

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

**Rationale:** Based on the review of the Effective School Framework, district feedback, and principal input, the campus leadership team (CLT) has determined that the principal will improve campus leaders through regularly scheduled, job-embedded professional development. It is also determined that the campus leadership team will receive ongoing professional development from district leaders consistent with best practices. Professional development will also be provided by our instructional partner Big Rocks. Thought deliberate modeling, observation, and feedback, campus leaders will develop the tools to monitor classroom instruction and implement campus systems.

**Who will you partner with?:** Big Rock

**How will you build capacity in this Essential Action?** By collaborating with our VIP, district administration, and other support partners, our campus administration will refine our roles through job-embedded professional development with weekly meetings that focus on modeling, follow-up techniques, data analysis, and progress monitoring. Ongoing support will be implemented in order for each CLT member to gain proficiency in these areas. Each meeting will have an agenda and action items needed for completion.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Campus and district administration will communicate the expectations for the CLT through modeling and side-by-side coaching during weekly planning meetings. The campus principal will engage in monthly coaching meetings with assistant principals and coaches to model leader expectations. The CLT team will lead weekly PLC meetings to communicate to teachers the expectations for data analysis, action planning, and progress monitoring. To communicate the expectations to stakeholders, all stakeholders will be invited to campus events to learn how campus leaders can support student achievement thus creating buy-in.

**Desired Annual Outcome:** By the end of the 2022-2023 academic year, 100% of our campus instructional leadership team will use consistent written protocols through BRES and district planning protocols to lead their grade level content department in planning, gradual release implementation, and feedback, as evidenced by lesson plan feedback, PLC minutes and CWTs of no less than 10 per week.

The campus principal will complete no less than 1 coaching cycle for each assistant principal each month for the 2022-2023 school year.

**District Commitment Theory of Action:** If the district supports principals by protecting their time dedicated to school instructional leadership, campus and district leadership can provide ongoing training on expectations for coaching, data analysis, and follow-up protocols as well as model a plan to implement TIP focus areas and interventions with targeted focus subgroups.

**Desired 90-day Outcome:** By the end of November 2022, 100% of CLT weekly instructional meetings will be calendared with consistent protocols, and agendas to focus on student progress and formative data.

**District Actions:** The district will provide leaders with ongoing professional development in the execution of data-driven meetings, monitoring effective classroom instruction for focus areas, and leadership accountability.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The challenge that I believe we will encounter will be receiving effective not coverage from district personal.	None	If adequate campus supervision is provide, from district administration, the CLT can meet meet weekly to focus on job embedded PD uninterrupted.
The challenge will be committing time to the PD needed as well as the principal being able to monitor implementation.	None	The action step will require the PD to be calendared this will allow for proper scheduling and implementation.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The Campus Leadership Team and Coaches will be trained using BOY data and the Lead4ward Quintile Reports during a PLC to identify intervention groups and specific sub populations within (Special education, ELL, and 504 students). Leaders will receive the necessary tools to monitor student achievement and student growth.</p> <p><b>Evidence Used to Determine Progress:</b> Intervention List by campus leader, resource identification, intervention tracking tool, student reports, assessment action plans</p> <p><b>Person(s) Responsible:</b> Principal, Campus Leadership Team</p> <p><b>Resources Needed:</b> Class rosters  Identification sheet  Lead4ward Instructional Playlist  Lesson plan internalization</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 20, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 25, 2022</p> <p><b>Funding Sources:</b> - 6200-Professional and contracted services - \$2,500</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> The Principal will calendar and secure job-embedded professional development for the campus leadership team focused on facilitating targeted campus support inclusive of instructional planning, coaching, observation/feedback, and follow-up procedures as well as DDI protocols.</p> <p><b>Evidence Used to Determine Progress:</b> Coaching cycles, observations and feedback, individualized teacher action plans, next steps and follow-up calendar in whetstone, progress monitoring. and action planning.</p> <p><b>Person(s) Responsible:</b> Principal Campus Leadership Team Behavior Specialist/MTSS support coordinator Region V</p> <p><b>Resources Needed:</b> Teacher coverage for extended discipline PLC meetings PD provided by district or outside agency Whetstone Access Action plan for follow-up</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 27, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> The Principal and Campus Leadership Team will receive ongoing training from BRES (Vetted Improvement Partner) and the District on lesson internalization in order to facilitate and lead their departments and grade level teams in lesson design and delivery.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson Internalization Pre-work Recording of Delivery Observation Feedback</p> <p><b>Person(s) Responsible:</b> Principal Campus Leadership Team DCSI</p> <p><b>Resources Needed:</b> Teacher coverage for extended planning sessions Observation and Feedback training for CLT Focused leader training on lesson internalization Focused leader training on the coaching cycle</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 23, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> The campus principal will attend Region 5 training on Data-Driven decisions. This training will be turned around to my leadership team either by the principal or Region 5.</p> <p><b>Evidence Used to Determine Progress:</b> Completion of the workshop Turn Around Training to CLT</p> <p><b>Person(s) Responsible:</b> Campus principal Region 5 partner</p> <p><b>Resources Needed:</b> Registration for workshop Schedule turnaround training</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> October 13, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 18, 2022</p> <p><b>Funding Sources:</b> - 6200-Professional and contracted services - \$500</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

**Rationale:** Based on the review of the Effective School Framework, 2022 summative scores, and informal data collection, the campus leadership team has determined that teachers still struggle with effective weekly planning that ensures a strong tier 1 lesson is provided to our students. The campus needs to continue to focus on weekly planning with modeling strong instructional strategies and data analysis for our sub-populations in order to achieve the needed student growth on STAAR in reading and math.

**Who will you partner with?:** Big Rock

**How will you build capacity in this Essential Action?** By partnering with our Education Service Center, BRES, district leaders, and other providers, we will continue to train our teachers in rigorous lesson design, watering up, and using data to create effective reteach opportunities. Our instructional partner will provide virtual and face to face professional development to our CLT which will be used to work with our teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** During the weekly planning meetings with teachers, the campus leaders will focus on data-informed action steps that will address the TIP focus areas based on our campus assessments, exit ticket data, and classroom observations. During these meetings, we will focus on pre-planning with a Know/Show Chart, academic vocabulary, a gradual release model, data trackers, and bite-sized learning objectives. Community and family stakeholders will be informed of our focus areas through monthly events, social media postings, and weekly campus newsletters. Students will be informed of our priorities through teacher lead data talks on their progress and as well as personal student trackers. To create buy-in campus and district leaders will reflect and solicit feedback from stakeholders on effective instructional strategies and practices.

**Desired Annual Outcome:** By the end of the 2022-2023 school year, 100% of STAAR-tested reading and math teachers in grades 3-8 will use high-quality instructional materials and research-based teaching practices to promote critical thinking and differentiated support through effective instructional planning as evidenced by classroom observations, walk through feedback, and achievement of our summative goals in our campus focus areas.

**District Commitment Theory of Action:** If the district has effective systems for identifying and supporting struggling learners, policies and practices to support effective instruction in schools, teachers and campus leaders will be able to implement effective instructional strategies, impactful intervention plans, and analysis of student work to gain root cause knowledge for student learning gaps.

**Desired 90-day Outcome:** By the end of November 2022, no less than 25% of teachers will show proficiency in creating a weekly lesson plan that uses research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students. Weekly lesson plans will be audited by campus leadership to ensure lesson plans are aligned and weekly classroom walk-throughs will monitor the implementation of research-based teaching practices.

**District Actions:** The district will support the campus with ongoing professional development in the implementation of effective instructional strategies and data analysis.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Providing adequate classroom coverage to achieve extended PLC meetings.	None	This action step provides the opportunity for teachers to plan effectively with support.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> To address 5.1, our campus will engage in multiple extended PLC opportunities to allow teachers the opportunity to practice the execution of strong lesson plans and routines and procedures that maximize instructional time</p> <p><b>Evidence Used to Determine Progress:</b> Teachers will create in-depth Know/Show charts for readiness standards, teachers will create anchor charts for the "Show" portion of the Know/Show chart, and teachers will also engage in the DDI process to review student data. Ideally, this would happen no less than 2 times per month.</p> <p><b>Person(s) Responsible:</b> Principal Campus Leadership Team Teachers</p> <p><b>Resources Needed:</b> Substitutes for extended planning meetings Training and Exemplars from District and Vetted Improvement Partners Teacher Resources (chart paper, Kagan engagement tools, standards flip books)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 27, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 25, 2022</p> <p><b>Funding Sources:</b> - 6100-Payroll - \$5,000</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The Principal and Campus Leadership Team will secure Lead4ward training for the math and reading coach to assist teachers on student engagement strategies with turn and talk (with essential questions), and student discourse.</p> <p><b>Evidence Used to Determine Progress:</b> Attendance at training, Introduction of Playlist Strategies during PLC, Instructional Coaches Pre-work modeling plan</p> <p><b>Person(s) Responsible:</b> Principal Campus Leadership Team Math and Reading Coaches</p> <p><b>Resources Needed:</b> Lead4ward Training Lead4ward instructional strategy playlist</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 23, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 25, 2022</p> <p><b>Funding Sources:</b> - 6200-Professional and contracted services - \$2,000</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will use their BOY data and the Lead4ward Quintile Reports to identify intervention groups and specific sub populations within (Special education , ELL, and 504 students).</p> <p><b>Evidence Used to Determine Progress:</b> Intervention and small group list, resources and lesson development Progress Monitoring</p> <p><b>Person(s) Responsible:</b> Teachers Principal and Campus Leadership Team DCSI District</p> <p><b>Resources Needed:</b> Read 180 Training Progress Monitoring Tracking Tool Technology and Priority Standards Calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 12, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

**Rationale:** Based on the review of the Effective School Framework, district feedback, and principal input, the campus leadership team (CLT) has determined that the principal will improve campus leaders through regularly scheduled, job-embedded professional development. It is also determined that the campus leadership team will receive ongoing professional development from district leaders consistent with best practices. Professional development will also be provided by our instructional partner Big Rocks. Thought deliberate modeling, observation, and feedback, campus leaders will develop the tools to monitor classroom instruction and implement campus systems.

**Who will you partner with?:** Big Rock

**How will you build capacity in this Essential Action?** By collaborating with our VIP, district administration, and other support partners, our campus administration will refine our roles through job-embedded professional development with weekly meetings that focus on modeling, follow-up techniques, data analysis, and progress monitoring. Ongoing support will be implemented in order for each CLT member to gain proficiency in these areas. Each meeting will have an agenda and action items needed for completion.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Campus and district administration will communicate the expectations for the CLT through modeling and side-by-side coaching during weekly planning meetings. The campus principal will engage in monthly coaching meetings with assistant principals and coaches to model leader expectations. The CLT team will lead weekly PLC meetings to communicate to teachers the expectations for data analysis, action planning, and progress monitoring. To communicate the expectations to stakeholders, all stakeholders will be invited to campus events to learn how campus leaders can support student achievement thus creating buy-in.

**Desired Annual Outcome:** By the end of the 2022-2023 academic year, 100% of our campus instructional leadership team will use consistent written protocols through BRES and district planning protocols to lead their grade level content department in planning, gradual release implementation, and feedback, as evidenced by lesson plan feedback, PLC minutes and CWTs of no less than 10 per week.

The campus principal will complete no less than 1 coaching cycle for each assistant principal each month for the 2022-2023 school year.

**District Commitment Theory of Action:** If the district supports principals by protecting their time dedicated to school instructional leadership, campus and district leadership can provide ongoing training on expectations for coaching, data analysis, and follow-up protocols as well as model a plan to implement TIP focus areas and interventions with targeted focus subgroups.

**Desired 90-day Outcome:** By the end of cycle 2, no less than 50% of campus leadership will facilitate weekly meetings with teachers to aid in creating data-driven lessons based on formal and informal assessment data to address deficiencies in our 2 major focus areas.

**District Actions:** The district will provide leaders with ongoing professional development in the execution of data-driven meetings, monitoring effective classroom instruction for focus areas, and leadership accountability.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

**Rationale:** Based on the review of the Effective School Framework, 2022 summative scores, and informal data collection, the campus leadership team has determined that teachers still struggle with effective weekly planning that ensures a strong tier 1 lesson is provided to our students. The campus needs to continue to focus on weekly planning with modeling strong instructional strategies and data analysis for our sub-populations in order to achieve the needed student growth on STAAR in reading and math.

**Who will you partner with?:** Big Rock

**How will you build capacity in this Essential Action?** By partnering with our Education Service Center, BRES, district leaders, and other providers, we will continue to train our teachers in rigorous lesson design, watering up, and using data to create effective reteach opportunities. Our instructional partner will provide virtual and face to face professional development to our CLT which will be used to work with our teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** During the weekly planning meetings with teachers, the campus leaders will focus on data-informed action steps that will address the TIP focus areas based on our campus assessments, exit ticket data, and classroom observations. During these meetings, we will focus on pre-planning with a Know/Show Chart, academic vocabulary, a gradual release model, data trackers, and bite-sized learning objectives. Community and family stakeholders will be informed of our focus areas through monthly events, social media postings, and weekly campus newsletters. Students will be informed of our priorities through teacher lead data talks on their progress and as well as personal student trackers. To create buy-in campus and district leaders will reflect and solicit feedback from stakeholders on effective instructional strategies and practices.

**Desired Annual Outcome:** By the end of the 2022-2023 school year, 100% of STAAR-tested reading and math teachers in grades 3-8 will use high-quality instructional materials and research-based teaching practices to promote critical thinking and differentiated support through effective instructional planning as evidenced by classroom observations, walk through feedback, and achievement of our summative goals in our campus focus areas.

**District Commitment Theory of Action:** If the district has effective systems for identifying and supporting struggling learners, policies and practices to support effective instruction in schools, teachers and campus leaders will be able to implement effective instructional strategies, impactful intervention plans, and analysis of student work to gain root cause knowledge for student learning gaps.

**Desired 90-day Outcome:** By the end of Cycle 2, no less than 50% of STAAR-related grade-level teachers in all STAAR content areas will use high-quality instructional materials that allow students to synthesize grade-level content and address the needs of our focus areas.

**District Actions:** The district will provide consistent classrooms observations of instructional practices and PD that acts upon classroom observations.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:**

#### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

**Rationale:** Based on the review of the Effective School Framework, district feedback, and principal input, the campus leadership team (CLT) has determined that the principal will improve campus leaders through regularly scheduled, job-embedded professional development. It is also determined that the campus leadership team will receive ongoing professional development from district leaders consistent with best practices. Professional development will also be provided by our instructional partner Big Rocks. Thought deliberate modeling, observation, and feedback, campus leaders will develop the tools to monitor classroom instruction and implement campus systems.

**Who will you partner with?:** Big Rock

**How will you build capacity in this Essential Action?** By collaborating with our VIP, district administration, and other support partners, our campus administration will refine our roles through job-embedded professional development with weekly meetings that focus on modeling, follow-up techniques, data analysis, and progress monitoring. Ongoing support will be implemented in order for each CLT member to gain proficiency in these areas. Each meeting will have an agenda and action items needed for completion.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Campus and district administration will communicate the expectations for the CLT through modeling and side-by-side coaching during weekly planning meetings. The campus principal will engage in monthly coaching meetings with assistant principals and coaches to model leader expectations. The CLT team will lead weekly PLC meetings to communicate to teachers the expectations for data analysis, action planning, and progress monitoring. To communicate the expectations to stakeholders, all stakeholders will be invited to campus events to learn how campus leaders can support student achievement thus creating buy-in.

**Desired Annual Outcome:** By the end of the 2022-2023 academic year, 100% of our campus instructional leadership team will use consistent written protocols through BRES and district planning protocols to lead their grade level content department in planning, gradual release implementation, and feedback, as evidenced by lesson plan feedback, PLC minutes and CWTs of no less than 10 per week.

The campus principal will complete no less than 1 coaching cycle for each assistant principal each month for the 2022-2023 school year.

**District Commitment Theory of Action:** If the district supports principals by protecting their time dedicated to school instructional leadership, campus and district leadership can provide ongoing training on expectations for coaching, data analysis, and follow-up protocols as well as model a plan to implement TIP focus areas and interventions with targeted focus subgroups.

**Desired 90-day Outcome:** By the end of cycle 3, no less than 75% of our campus leadership team will use consistent written protocols through BREAS and district-created expectations to lead their content areas in the planning and implementation of effective lessons.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

**Rationale:** Based on the review of the Effective School Framework, 2022 summative scores, and informal data collection, the campus leadership team has determined that teachers still struggle with effective weekly planning that ensures a strong tier 1 lesson is provided to our students. The campus needs to continue to focus on weekly planning with modeling strong instructional strategies and data analysis for our sub-populations in order to achieve the needed student growth on STAAR in reading and math.

**Who will you partner with?:** Big Rock

**How will you build capacity in this Essential Action?** By partnering with our Education Service Center, BRES, district leaders, and other providers, we will continue to train our teachers in rigorous lesson design, watering up, and using data to create effective reteach opportunities. Our instructional partner will provide virtual and face to face professional development to our CLT which will be used to work with our teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** During the weekly planning meetings with teachers, the campus leaders will focus on data-informed action steps that will address the TIP focus areas based on our campus assessments, exit ticket data, and classroom observations. During these meetings, we will focus on pre-planning with a Know/Show Chart, academic vocabulary, a gradual release model, data trackers, and bite-sized learning objectives. Community and family stakeholders will be informed of our focus areas through monthly events, social media postings, and weekly campus newsletters. Students will be informed of our priorities through teacher lead data talks on their progress and as well as personal student trackers. To create buy-in campus and district leaders will reflect and solicit feedback from stakeholders on effective instructional strategies and practices.

**Desired Annual Outcome:** By the end of the 2022-2023 school year, 100% of STAAR-tested reading and math teachers in grades 3-8 will use high-quality instructional materials and research-based teaching practices to promote critical thinking and differentiated support through effective instructional planning as evidenced by classroom observations, walk through feedback, and achievement of our summative goals in our campus focus areas.

**District Commitment Theory of Action:** If the district has effective systems for identifying and supporting struggling learners, policies and practices to support effective instruction in schools, teachers and campus leaders will be able to implement effective instructional strategies, impactful intervention plans, and analysis of student work to gain root cause knowledge for student learning gaps.

**Desired 90-day Outcome:** By the end of Cycle 3, no less than 75% of STAAR-related grade-level teachers in all STAAR content areas will use high-quality instructional materials that allow students to synthesize grade-level content and address the needs of our focus areas.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1			\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$5,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1			\$2,500.00
1	1	4			\$500.00
1	2	2			\$2,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$5,000.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$10,000.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$700.00
<b>+/- Difference</b>					\$700.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00

Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Budget Object Code Amount</b>	\$3,000.00
				<b>+/- Difference</b>	\$3,000.00
				<b>Grand Total Budgeted</b>	\$33,700.00
				<b>Grand Total Spent</b>	\$10,000.00
				<b>+/- Difference</b>	\$23,700.00

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	730	26	40	N/A	District Created Benchmark	35		District Created Benchmark	40		50	
			All	All	Reading	Meets	STAAR	730	6	17	N/A	District Created Benchmark	7		District Created Benchmark	13		20	
			All	All	Reading	Masters	STAAR	730	2	7	N/A	District Created Benchmark	2		District Created Benchmark	4		8	
			All	All	Mathematics	Approaches	STAAR	730	21	24	N/A	Other	15		Other	20		30	
			All	All	Mathematics	Meets	STAAR	730	4	6	N/A	Other	2		Other	5		9	
			All	All	Mathematics	Masters	STAAR	730	1	2	N/A	Other	1		Other	2		3	
			All	All	Science	Approaches	STAAR	239	15	9	N/A	District Created Benchmark	5		District Created Benchmark	9		19	
			All	All	Science	Meets	STAAR	239	4	5	N/A	District Created Benchmark	2		District Created Benchmark	4		8	
Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	ELA	N/A	ELA	N/A	18	17	99	Other	10		Other	18		33	
	Focus 2	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	29	32	100	Other	15		Other	23		36	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	730	Did Not Meet	60	65		60		50	
					Approaches	40	35		40		50	
					Meets	17	7		13		20	
					Masters	7	2		4		8	
	Math	All	STAAR	730	Did Not Meet	76	85		80		70	
					Approaches	24	15		20		30	
					Meets	6	2		5		9	
					Masters	2	1		2		3	

**Beaumont Independent School District**  
**M L King Middle School - TIP**  
**2022-2023 Targeted Improvement Plan**

**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Shannon Allen  
Nancy Flores

**Principal:** Marian Williams  
**ESC Case Manager:** Bridget Kirby  
**ESC Region:** 5

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Nancy Flores

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Nancy Flores

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Marian Williams

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# Data Analysis

## Student Achievement

What accountability goal has your campus set for this year?

Domain	2019	2021 (estimate)	2022	Growth ('21 to '22)
1 - Student Achievement	52	40	47	7
2a - Academic Growth	58	55	59	4
2b - Relative Performance	56	41	49	8
3 - Closing the Gaps	42	47	70	23
<b>OVERALL</b>	53	53	59 (62)	6 (9)

22-23 Student Achievement Goal: 57

While KMS made some gains in 2022, the campus was still rated as a F campus for 21-22. We think it is both achievable and ambitious to increase our scores by 10-15 pts for App/Meets/Masters. We will focus on strengthening and aligning our lesson planning, assessments, and instructional materials. Our focus on weekly observations and feedback will help us prioritize which standards/students to address.

## School Progress

What accountability goal has your campus set for this year?

Domain	2019	2021 (estimate)	2022	Growth ('21 to '22)
1 - Student Achievement	52	40	47	7
2a - Academic Growth	58	55	59	4
2b - Relative Performance	56	41	49	8
3 - Closing the Gaps	42	47	70	23
<b>OVERALL</b>	53	53	59 (62)	6 (9)

22-23 Domain 2A Goal: 70

22-23 Domain 2B Goal: 59

We will continue to focus on student growth. We think it is both achievable and ambitious to increase our scores by 5-11 pts for App/Meets/Masters in Reading and Math combined, considering that the progress we made in 2022 in the implementation of systems for the selected Essential Actions in our TIP allowed us to have student growth. We will track student growth individually to ensure differentiated instruction is provided to support each student in having the growth they need.

## Closing the Gaps

What accountability goal has your campus set for this year?

Domain	2019	2021 (estimate)	2022	Growth ('21 to '22)
1 - Student Achievement	52	40	47	7
2a - Academic Growth	58	55	59	4
2b - Relative Performance	56	41	49	8
3 - Closing the Gaps	42	47	70	23
<b>OVERALL</b>	53	53	59 (62)	6 (9)

22-23 Closing the Gaps: 80

If we prioritize achieving our targets for our Academic Achievement in Math and Reading for Hispanic and Economically Disadvantage Student Groups, we will achieve two additional targets. We also want to focus on our TELPAS target and ensure we meet this target. Increasing our achievement by 1 more indicators in Domain 3 will help us achieve a C letter grade in this Domain and increase in campus performance. In Summary, we will achieve the goals for the following groups:

3 out of 16 – Academic Achievement

7 out of 18 – Growth

1 – ELPs/TELPAS

1 out of 8 – Student Success

## Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Domain	2019	2021 (estimate)	2022	Growth ('21 to '22)
1 - Student Achievement	52	40	47	7
2a - Academic Growth	58	55	59	4
2b - Relative Performance	56	41	49	8
3 - Closing the Gaps	42	47	70	23
<b>OVERALL</b>	53	53	59 (62)	6 (9)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	4	4	-	-	-	-	-	4	3	1
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	13%	19%	-	-	-	-	-	16%	13%	24%
2019	16%	21%	-	-	-	-	-	18%	16%	28%
2022	19%	33%	-	-	-	-	-	25%	30%	37%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	15%	22%	-	-	-	-	-	18%	17%	21%
2019	17%	32%	-	-	-	-	-	21%	27%	26%
2022	7%	11%	-	-	-	-	-	9%	11%	33%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	49	54	-	-	-	-	-	51	50	53
2019	57	62	-	-	-	-	-	58	61	56
2022	69	70	-	-	-	-	-	69	70	79

KMS has selected reading as a focus subject as indicated by the data but also knowing that many of our students arrive at our doors lacking English proficiency. Math has also been selected as we experienced significant drops in achievement data during the past year.

Focusing on academic growth within these subjects and on this student population will impact our accountability domain scores across the board, particularly at approaches levels, but also for meets and masters resulting in growth measures. This focus will also support our Domain 3 scores, as additional targets will be met.

Additionally, KMS has selected ED, Hispanic and AA student groups as primary areas of focus as determined by the data from 21-22. As a result of focusing on each of the identified student groups, Hispanic and ED student groups are within 4-10% from reaching Domain 3 Target and support the prioritized areas of growth in Domain 2 for these student groups.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	4	4	-	-	-	-	-	4	3	1
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	13%	19%	-	-	-	-	-	16%	13%	24%
2019	16%	21%	-	-	-	-	-	18%	16%	28%
2022	19%	33%	-	-	-	-	-	25%	30%	37%

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Domain	2019	2021 (estimate)	2022	Growth ('21 to '22)
1 - Student Achievement	52	40	47	7
2a - Academic Growth	58	55	59	4
2b - Relative Performance	56	41	49	8
3 - Closing the Gaps	42	47	70	23
<b>OVERALL</b>	53	53	59 (62)	6 (9)

KMS has selected reading as a focus subject as indicated by the data but also knowing that many of our students arrive at our doors lacking English proficiency. Math has also been selected as we experienced significant drops in achievement data during the past year.

Focusing on academic growth within these subjects and on this student population will impact our accountability domain scores across the board, particularly at approaches levels, but also for meets and masters resulting in growth measures. This focus will also support our Domain 3 scores, as additional targets will be met.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Partial Implementation**

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Partial Implementation**

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Beginning Implementation**

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** Selection of this essential action was chosen as a result of analyzing not only our student performance data and the 21-22 TIP ESF Final Report but also understanding that the transition to a new principal and leadership team will require additional focused support on daily classroom routines for both educators and students as well as high-impact instructional strategies to maximize student success. From 21-22 campus leadership was without a full team and was unable to fully engage across critical areas of the campus. Having clear roles and responsibilities with a full leadership team will allow for leaders to engage across the campus as outlined.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will partner with the GD Regional and National's academic team as a routine and invaluable support for math and literacy. Additionally, this team will include specific academic support for our special education and emergent bilingual student populations. This partnership will build capacity for this EA through alignment with not only the curriculum scope and sequence, but also the classroom expectations around exit tickets, daily instruction, lesson preparation/internalization, and shared assessments and on-site observations. Partnering with GDSTX and GD National promotes strong connections and is not subject to differing teachers receiving conflicting messages that may take time and attention away from the work. The campus LT will calendar the GDSTX and GD National academic team to support the content as well as the classroom observation schedules and feedback as well as coaching the KMS LT and teachers. Additionally, GDSTX and GD National will provide feedback on campus leadership team execution of roles and responsibilities to include regularly scheduled observations on campus, monthly leadership development sessions and continuous reflection and support around student performance based on weekly data tracking system and teacher observation tracker.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our school community (staff, students, parents and partners) is aware of our priorities through comprehensive and transparent communication. We will utilize various forms of communication, including full campus PD meetings, content team meetings, student announcements, and written and electronic parent communications. We will engage with our community through surveys as well as parent support events, updating them on new approaches to student learning and home-support techniques. Our staff will engage in reflective conversations to review periodic progress. Students will receive communication through daily announcements and student events outside of the classrooms. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas from our mid-year and end of year surveys, adjusting this EA as feedback suggests.

**Desired Annual Outcome:** By May 2023, 100% of core teachers will execute high-yield instructional strategies and proven classroom routines as evidenced by 100% of teachers receiving observation/feedback and coaching designed to close instructional gaps and increase student learning aligned to the rigor of TEKS mastery as evident by the TNTP Teacher Rubric, Exit Ticket Tracker, and Whetstone Observation and Feedback Tracker from all leadership team members.

**District Commitment Theory of Action:** If the district supports the campus with developing campus instructional leaders with clear roles and responsibilities, so that teachers implement best practices for establishing and maintaining strong classroom routines and high-yield instructional strategies, then the KMS CLT can further support the teachers through classroom observations, coaching conversations, and program support resulting in improved student outcomes.

**Desired 90-day Outcome:** By the end of Cycle 1, 100% of CLT members will be trained by GDPS in the use of the required GDPS Curriculum/Assessment Documents,

Whetstone, and GBF Coaching Cycles to develop and execute targeted best practices to narrow teachers focus aligned to weekly feedback from observations/data collection as evidenced by the CLT PD attendance records, Whetstone and weekly CLT Coaching Trackers.

**District Actions:** The district provides opportunities for ongoing support and coaching of the campus leader and campus leadership team.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
CLT calendaring and time management barriers are common opportunities.	Action Step 2	Provides clear systems, expectations and outcomes each week for CLT. In weekly CLT Meetings with campus principal, review of data systems and current state (% of expectations being met) and coaching conversations around current barriers and next steps to minimize barrier and increase performance toward goal will be evident in meekly check-in documents.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> By October, CLT will have assigned roles and responsibilities that are clear, written and transparent for each leader, as evident on CLT weekly calendars, including core leadership tasks, teacher assigned supervision, student culture supervision and campus culture supervision and are evidenced by each leaders weekly check-in document to monitor progress and impact on teacher development and student learning.</p> <p><b>Evidence Used to Determine Progress:</b> weekly calendars leadership team meetings with agendas where roles and responsibilities are revisited for progress monitoring of areas of success and opportunity for each leader.</p> <p><b>Person(s) Responsible:</b> Principal and CLT</p> <p><b>Resources Needed:</b> weekly calendars and clear guidance for areas of success and opportunity from weekly leadership team meeting</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 3, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> By the 1st week in October, CLT will have scheduled weekly IP Meetings for 1st semester for all core teachers and provide all teachers with professional development for required IP systems and practices.</p> <p><b>Evidence Used to Determine Progress:</b> weekly observation trackers - School Mint Grow, weekly coaching cycles - intellectual preparation submission, weekly formative assessments to measure student achievement aligned to campus and teacher goals</p> <p><b>Person(s) Responsible:</b> campus leadership team</p> <p><b>Resources Needed:</b> GDSTX Performance Evaluation Development, GDSTX IP Documents, GDSTX Data Tracking Systems, and Timelines</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 3, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> By the end of September, campus principal creates weekly practice clinic expectations for leaders and teachers to provide consistent and ongoing professional development aligned to campus culture and achievement.</p> <p><b>Evidence Used to Determine Progress:</b> CLT PD Tracker, CLT Weekly 1:1 Documents, weekly observation trackers - School Mint Grow, weekly coaching cycles - intellectual preparation submission, weekly formative assessments to measure student achievement aligned to campus and teacher goals</p> <p><b>Person(s) Responsible:</b> campus leadership team</p> <p><b>Resources Needed:</b> CLT PD Tracker, CLT Weekly 1:1 Documents, WFA Tracker, Whetstone Documentation, CARES Tracker, IP Tracker, Lesson IP Feedback</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 9, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

**Rationale:** Selection of this essential action was chosen as a result of analyzing not only our student performance data and the TIP ESF Final Report but also understanding that the transition to a new principal and leadership team will require additional focused support on campus and schoolwide policies and procedures to include intellectual preparation and follow through with fidelity of the assigned curriculum to maximize high-impact instructional strategies to maximize student success. From the 21-22 ESF Final Report, it was stated that there was little evidence to indicate that teachers utilize instructional materials/strategies to promote critical-thinking skills, differentiation, and scaffolded supports or use best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Beginning with the partnership of the GDSTX and GD National Academic Team during the summer campus cohesive coaching professional development, the KMS CLT began to build capacity toward this essential action. KMS CLT, along with GS STX and GD National curriculum and instruction team, will provide weekly review of intellectual preparation tracker and aligned professional development for leaders and teachers to support the 1st teach. Support structures, including classroom observations aligned to curriculum resources will be documented in Whetstone to ensure 1st teach is aligned and at the bar of rigor. Additionally, LASW protocol will be used each week to ensure 1st teach is assessable and providing students the opportunity to learn and growth with grade-level TEKS.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Communication of this essential action will be clearly stated to all stakeholders. Data will be evident by lesson intellectual preparation weekly tracker, lesson plan feedback from coach and classroom observations of targeted lesson with coaching and support documented in Whetstone. Buy-in will be supported through consistently sharing results to all stakeholders and engaging learners in multiple opportunities of success. Weekly Lesson Internalization Meetings will continue to be held for the CLT, grade level teams, and with the GD STX and GD National and Data teams.

**Desired Annual Outcome:** By May of 2022, 100% of core teachers will implement aligned instructional materials daily, conduct exit tickets, unit assessments, and interim assessments and weekly observation feedback meetings to increase teacher capacity and student achievement that aligns to the rigor of TEKS mastery as evident by the TNTP Teacher Rubric, Exit Ticket Tracker, and Whetstone Observation and Feedback Tracker from all leadership team members.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction and observation and feedback), then the KMS CLT will support teachers with the identified actions to ensure learning gaps are closed for all students resulting in academic growth.

**Desired 90-day Outcome:** By the end of Cycle 1, 100% of CLT members will be trained by GDPS in the use of the required GDPS Curriculum/Assessment Documents, Whetstone, and GBF Coaching Cycles to develop and execute targeted best practices to narrow teachers focus aligned to weekly feedback from observations/data collection as evidenced by the CLT PD attendance records, Whetstone and weekly CLT Coaching Trackers.

**District Actions:** The district ensures that campus instructional leaders receive initial and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials aligned and use, data-driven instruction, and observation and feedback).

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
CLT calendaring and time management barriers are common opportunities	Action Step 2	Provides clear systems, expectations and outcomes each week for teacher and when professional development will be delivered each week during planning period - intellectual preparation and before/after school - practice clinics.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> In August, the KMS CLT will provide staff PD and implementation expectations around the high-impact instructional routine, Habits of Discussion, sense of belonging and other high-impact instructional practices as evidenced by staff sign-in sheets and PD Artifacts.</p> <p><b>Evidence Used to Determine Progress:</b> Exemplar, PD presentation, observation and implementation calendar, teacher feedback and next steps</p> <p><b>Person(s) Responsible:</b> Principal and CLT</p> <p><b>Resources Needed:</b> Calendar, Content PL Agendas, Weekly Practice Clinic PL Agendas and PPT</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 22, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> In August, CLT will create protected time each week to meet frequently (2-3 times a week) with core teachers for in-depth conversations about aligned rigorous curriculum, formative assessments/interim assessments, effective instructional practices and instructional priority lessons as evidenced by the master schedule, weekly IP Meeting invites, IP documents, and LASW artifacts.</p> <p><b>Evidence Used to Determine Progress:</b> Master Schedule includes designated blocks for core teachers to meet weekly. Campus development guidance show weekly practice clinics, intellectual preparation and data cycles. Meetings have a common protocol and have teacher intellectual preparation documents for all meetings.</p> <p><b>Person(s) Responsible:</b> Principal and Campus Leadership Team</p> <p><b>Resources Needed:</b> Calendar, Content PL Agendas, Weekly Practice Clinic PL Agendas and PPT</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 22, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> In September, CLT will establish weekly coaching cycles for all core teachers so that teacher have an IP Meeting, classroom observation, data review and an observation debrief each week so that CLT can ensure that teachers are executing the required culturally responsive curriculum and adapting instruction and material as needed to allow for all students to see the relevance between the rigor of their work and their lived experiences.</p> <p><b>Evidence Used to Determine Progress:</b> Exemplar, PD presentation on culturally responsive teaching, intellectual preparation and feedback on lesson preparation and observations</p> <p><b>Person(s) Responsible:</b> Campus Leadership Team</p> <p><b>Resources Needed:</b> Required curriculum, intellectual preparation meeting schedules, intellectual preparation documentation, observation feedback In Whetstone.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 5, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** Selection of this essential action was chosen as a result of analyzing not only our student performance data and the 21-22 TIP ESF Final Report but also understanding that the transition to a new principal and leadership team will require additional focused support on daily classroom routines for both educators and students as well as high-impact instructional strategies to maximize student success. From 21-22 campus leadership was without a full team and was unable to fully engage across critical areas of the campus. Having clear roles and responsibilities with a full leadership team will allow for leaders to engage across the campus as outlined.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will partner with the GD Regional and National's academic team as a routine and invaluable support for math and literacy. Additionally, this team will include specific academic support for our special education and emergent bilingual student populations. This partnership will build capacity for this EA through alignment with not only the curriculum scope and sequence, but also the classroom expectations around exit tickets, daily instruction, lesson preparation/internalization, and shared assessments and on-site observations. Partnering with GDSTX and GD National promotes strong connections and is not subject to differing teachers receiving conflicting messages that may take time and attention away from the work. The campus LT will calendar the GDSTX and GD National academic team to support the content as well as the classroom observation schedules and feedback as well as coaching the KMS LT and teachers. Additionally, GDSTX and GD National will provide feedback on campus leadership team execution of roles and responsibilities to include regularly scheduled observations on campus, monthly leadership development sessions and continuous reflection and support around student performance based on weekly data tracking system and teacher observation tracker.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our school community (staff, students, parents and partners) is aware of our priorities through comprehensive and transparent communication. We will utilize various forms of communication, including full campus PD meetings, content team meetings, student announcements, and written and electronic parent communications. We will engage with our community through surveys as well as parent support events, updating them on new approaches to student learning and home-support techniques. Our staff will engage in reflective conversations to review periodic progress. Students will receive communication through daily announcements and student events outside of the classrooms. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas from our mid-year and end of year surveys, adjusting this EA as feedback suggests.

**Desired Annual Outcome:** By May 2023, 100% of core teachers will execute high-yield instructional strategies and proven classroom routines as evidenced by 100% of teachers receiving observation/feedback and coaching designed to close instructional gaps and increase student learning aligned to the rigor of TEKS mastery as evident by the TNTP Teacher Rubric, Exit Ticket Tracker, and Whetstone Observation and Feedback Tracker from all leadership team members.

**District Commitment Theory of Action:** If the district supports the campus with developing campus instructional leaders with clear roles and responsibilities, so that teachers implement best practices for establishing and maintaining strong classroom routines and high-yield instructional strategies, then the KMS CLT can further support the teachers through classroom observations, coaching conversations, and program support resulting in improved student outcomes.

**Desired 90-day Outcome:** By the end of February, CLT will coach 75% of staff in daily TEKS aligned exit tickets, unit assessments, and interim assessments as evidenced using the Exit Ticket Tracker, Whetstone and the TNTP Teacher Rubric. Daily classroom observations and weekly IP Meetings by Leadership Team will measure alignment and student performance.

**District Actions:** The district provides opportunities for ongoing support and coaching of the campus leader and campus leadership team.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

**Rationale:** Selection of this essential action was chosen as a result of analyzing not only our student performance data and the TIP ESF Final Report but also understanding that the transition to a new principal and leadership team will require additional focused support on campus and schoolwide policies and procedures to include intellectual preparation and follow through with fidelity of the assigned curriculum to maximize high-impact instructional strategies to maximize student success. From the 21-22 ESF Final Report, it was stated that there was little evidence to indicate that teachers utilize instructional materials/strategies to promote critical-thinking skills, differentiation, and scaffolded supports or use best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Beginning with the partnership of the GDSTX and GD National Academic Team during the summer campus cohesive coaching professional development, the KMS CLT began to build capacity toward this essential action. KMS CLT, along with GS STX and GD National curriculum and instruction team, will provide weekly review of intellectual preparation tracker and aligned professional development for leaders and teachers to support the 1st teach. Support structures, including classroom observations aligned to curriculum resources will be documented in Whetstone to ensure 1st teach is aligned and at the bar of rigor. Additionally, LASW protocol will be used each week to ensure 1st teach is assessable and providing students the opportunity to learn and growth with grade-level TEKS.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Communication of this essential action will be clearly stated to all stakeholders. Data will be evident by lesson intellectual preparation weekly tracker, lesson plan feedback from coach and classroom observations of targeted lesson with coaching and support documented in Whetstone. Buy-in will be supported through consistently sharing results to all stakeholders and engaging learners in multiple opportunities of success. Weekly Lesson Internalization Meetings will continue to be held for the CLT, grade level teams, and with the GD STX and GD National and Data teams.

**Desired Annual Outcome:** By May of 2022, 100% of core teachers will implement aligned instructional materials daily, conduct exit tickets, unit assessments, and interim assessments and weekly observation feedback meetings to increase teacher capacity and student achievement that aligns to the rigor of TEKS mastery as evident by the TNTP Teacher Rubric, Exit Ticket Tracker, and Whetstone Observation and Feedback Tracker from all leadership team members.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction and observation and feedback), then the KMS CLT will support teachers with the identified actions to ensure learning gaps are closed for all students resulting in academic growth.

**Desired 90-day Outcome:** By the end of Cycle 2, CLT will complete a full coaching cycle (IP, Obs/FB, data review) for 75% of core teachers as evidenced by TNTP Teaching Rubric, Whetstone Observations, IP Tracker to support increased student achievement in WFA data.

**District Actions:** The district ensures that campus instructional leaders receive initial and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials aligned and use, data-driven instruction, and observation and feedback).

**Did you achieve your 90 day outcome?:**

**Why or why not?:**



## Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** Selection of this essential action was chosen as a result of analyzing not only our student performance data and the 21-22 TIP ESF Final Report but also understanding that the transition to a new principal and leadership team will require additional focused support on daily classroom routines for both educators and students as well as high-impact instructional strategies to maximize student success. From 21-22 campus leadership was without a full team and was unable to fully engage across critical areas of the campus. Having clear roles and responsibilities with a full leadership team will allow for leaders to engage across the campus as outlined.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will partner with the GD Regional and National's academic team as a routine and invaluable support for math and literacy. Additionally, this team will include specific academic support for our special education and emergent bilingual student populations. This partnership will build capacity for this EA through alignment with not only the curriculum scope and sequence, but also the classroom expectations around exit tickets, daily instruction, lesson preparation/internalization, and shared assessments and on-site observations. Partnering with GDSTX and GD National promotes strong connections and is not subject to differing teachers receiving conflicting messages that may take time and attention away from the work. The campus LT will calendar the GDSTX and GD National academic team to support the content as well as the classroom observation schedules and feedback as well as coaching the KMS LT and teachers. Additionally, GDSTX and GD National will provide feedback on campus leadership team execution of roles and responsibilities to include regularly scheduled observations on campus, monthly leadership development sessions and continuous reflection and support around student performance based on weekly data tracking system and teacher observation tracker.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our school community (staff, students, parents and partners) is aware of our priorities through comprehensive and transparent communication. We will utilize various forms of communication, including full campus PD meetings, content team meetings, student announcements, and written and electronic parent communications. We will engage with our community through surveys as well as parent support events, updating them on new approaches to student learning and home-support techniques. Our staff will engage in reflective conversations to review periodic progress. Students will receive communication through daily announcements and student events outside of the classrooms. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas from our mid-year and end of year surveys, adjusting this EA as feedback suggests.

**Desired Annual Outcome:** By May 2023, 100% of core teachers will execute high-yield instructional strategies and proven classroom routines as evidenced by 100% of teachers receiving observation/feedback and coaching designed to close instructional gaps and increase student learning aligned to the rigor of TEKS mastery as evident by the TNTP Teacher Rubric, Exit Ticket Tracker, and Whetstone Observation and Feedback Tracker from all leadership team members.

**District Commitment Theory of Action:** If the district supports the campus with developing campus instructional leaders with clear roles and responsibilities, so that teachers implement best practices for establishing and maintaining strong classroom routines and high-yield instructional strategies, then the KMS CLT can further support the teachers through classroom observations, coaching conversations, and program support resulting in improved student outcomes.

**Desired 90-day Outcome:** By the end of May, CLT will coach 100% of core teacher in daily TEKSs aligned exit tickets, unit assessments, and interim assessments as evidenced using the Exit Ticket Tracker, Whetstone and the TNTP Teacher Rubric. Daily classroom observations and weekly IP Meetings by Leadership Team will measure alignment and student performance.

**District Actions:** The district provides opportunities for ongoing support and coaching of the campus leader and campus leadership team.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

**Rationale:** Selection of this essential action was chosen as a result of analyzing not only our student performance data and the TIP ESF Final Report but also understanding that the transition to a new principal and leadership team will require additional focused support on campus and schoolwide policies and procedures to include intellectual preparation and follow through with fidelity of the assigned curriculum to maximize high-impact instructional strategies to maximize student success. From the 21-22 ESF Final Report, it was stated that there was little evidence to indicate that teachers utilize instructional materials/strategies to promote critical-thinking skills, differentiation, and scaffolded supports or use best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Beginning with the partnership of the GDSTX and GD National Academic Team during the summer campus cohesive coaching professional development, the KMS CLT began to build capacity toward this essential action. KMS CLT, along with GS STX and GD National curriculum and instruction team, will provide weekly review of intellectual preparation tracker and aligned professional development for leaders and teachers to support the 1st teach. Support structures, including classroom observations aligned to curriculum resources will be documented in Whetstone to ensure 1st teach is aligned and at the bar of rigor. Additionally, LASW protocol will be used each week to ensure 1st teach is assessable and providing students the opportunity to learn and growth with grade-level TEKS.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Communication of this essential action will be clearly stated to all stakeholders. Data will be evident by lesson intellectual preparation weekly tracker, lesson plan feedback from coach and classroom observations of targeted lesson with coaching and support documented in Whetstone. Buy-in will be supported through consistently sharing results to all stakeholders and engaging learners in multiple opportunities of success. Weekly Lesson Internalization Meetings will continue to be held for the CLT, grade level teams, and with the GD STX and GD National and Data teams.

**Desired Annual Outcome:** By May of 2022, 100% of core teachers will implement aligned instructional materials daily, conduct exit tickets, unit assessments, and interim assessments and weekly observation feedback meetings to increase teacher capacity and student achievement that aligns to the rigor of TEKS mastery as evident by the TNTP Teacher Rubric, Exit Ticket Tracker, and Whetstone Observation and Feedback Tracker from all leadership team members.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction and observation and feedback), then the KMS CLT will support teachers with the identified actions to ensure learning gaps are closed for all students resulting in academic growth.

**Desired 90-day Outcome:** By the end of May, CLT will coach 100% of core teachers in daily TEKS aligned exit tickets with a looking at student work protocol to support differentiation and acceleration support to measure ongoing student achievement as evidence by the WFA Tracker and ILASW protocols.

**District Actions:** The district ensures that campus instructional leaders receive initial and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials aligned and use, data-driven instruction, and observation and feedback).

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments											
								2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal		
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results	
Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	481	38	50	N/A	Other	30		Interim Assessment	40		60		
		All	All	Reading	Meets	STAAR	481	12	26	N/A	Other	30		Interim Assessment	36		36		
		All	All	Reading	Masters	STAAR	481	2	9	N/A	Other	10		Interim Assessment	19		19		
		All	All	Mathematics	Approaches	STAAR	481	25	28	N/A	Other	20		Interim Assessment	30		38		
		All	All	Mathematics	Meets	STAAR	481	6	10	N/A	Other	15		Interim Assessment	20		20		
		All	All	Mathematics	Masters	STAAR	481	0	2	N/A	Other	10		Interim Assessment	12		12		
		All	All	Science	Approaches	STAAR	185	18	27	N/A	Other	20		Interim Assessment	25		37		
		All	All	Science	Meets	STAAR	185	5	8	N/A	Other	10		Interim Assessment	18		18		
		All	All	Science	Masters	STAAR	185	1	1	N/A	Other	6		Interim Assessment	11		11		
		All	All	Social Studies	Approaches	STAAR	185	10	14	N/A	Other	20		Interim Assessment	28		28		
		All	All	Social Studies	Meets	STAAR	185	3	4	N/A	Other	10		Interim Assessment	14		14		
		All	All	Social Studies	Masters	STAAR	185	1	1	N/A	Other	6		Interim Assessment	11		11		
Closing the Gaps	Focus 1	Academic Growth Status	All	Hispanic	ELA	N/A	ELA	N/A	33	26	100	Other	20		Other	30		43	
	Focus 2	English Language Proficiency	All	Hispanic	TELPAS	N/A	TELPAS	N/A	13	13	100	Other	20		Other	30		36	
	Focus 3	Academic Growth Status	All	Econ Disadv	ELA	N/A	ELA	N/A	20	25	100	Other	20		Other	30		36	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	472	Did Not Meet	53	60		40		30	
					Approaches	50	40		50		60	
					Meets	26	20		30		40	
					Masters	9	5		10		15	
	Math	All	STAAR	472	Did Not Meet	74	60		50		30	
					Approaches	28	20		30		40	
					Meets	10	5		10		15	
					Masters	2	0		5		10	

# Beaumont Independent School District

## Willie Ray Smith Middle School - TIP

### 2022-2023 Targeted Improvement Plan



**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Shannon Allen  
Ladonna Johnson

**Principal:** Loretta Mack  
**ESC Case Manager:** Bridget Kirby  
**ESC Region:** 5

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Ladonna Johnson

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Ladonna Johnson

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Loretta Mack

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# Data Analysis

## Student Achievement

### What accountability goal has your campus set for this year?

By the end of 2022-23 school year, a 10% increase in Reading for scholars scoring Approaching or better on the STAAR Test.

- 5% increase Meets
- 2% increase Masters

By the end of 2022-23 school year, a 10% increase in Math for scholars scoring Approaching or better on the STAAR Test.

- 5% increase Meets
- 2% increase Masters

## School Progress

**What accountability goal has your campus set for this year?**

By May 2023, the Academic Growth Raw score will increase from 52 to 65 with the overall school letter grade of "C".

## Closing the Gaps

**What accountability goal has your campus set for this year?**

We will increase our Domain 3 score from Not Rated to a "C" by achieving the following:

- Academic Achievement 2 out of 16 student groups
- Academic Growth 6 out of 16 student groups
- ELP 1 out 1 student group

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

By May 2023, 6 out 16 growth status areas will met the target in the following areas:

Reading-

- All students from 64% to 66%
- SPED current from 51% to 59%
- Continuously Enrolled from 64% to 66%
- Non-continously Enrolled from 64% to 67%

Math-

- Hispanic from 52% to 69%
- SPED current from 57% to 61%

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

By May 2023, the English Language Proficiency Status will increase from TELPAS progress rate from 35% to 36%.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Partial Implementation**

**Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Partial Implementation**

**Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Partial Implementation**

**Key Practices:**

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

**Rationale:** Per the ESF Final Diagnostic Report April 26, 2022: There is evidence of policies and practices captured in writing through the use of campus-wide behavior expectations posted throughout the building; however, campus observations, the climate survey, and focus group reveal that those are not consistently implemented and executed with fidelity. The mission and vision were developed at the beginning of this year by the leadership team and a group of teachers; however, this process did not include parents or students. There is a lack of evidence that the campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management, and there is a lack of a framework for classroom management that contains high leverage practices. Classroom observations indicated a lack of complex tasks or clear protocols to ensure students are doing the cognitive lift or engaging in productive struggle.

No evidence that teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers and Leaders will strengthen performance expectations in job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles to increase scholar achievement.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school events, family newsletter, and updates at parent and community events. Our scholars will be made aware of our focus on high-quality teaching through our vision and mission statement for scholars to achieve academic success; as well as announcing the student of the month during announcements or social media. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By June 2023, 100% of Campus Leaders will effectively utilize curriculum, assessments, and tracking tools to build teacher capacity to increase scholar academic success.

**District Commitment Theory of Action:** If the District provides opportunities for ongoing support, coaching, feedback for written protocols and processes, then Campus Leaders will effectively implement best practices protocols and processes to build teacher capacity that will transfer to classroom learning.

**Desired 90-day Outcome:** By November 2022, 100% of the campus leadership team will meet weekly to focus on student progress and formative data include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring.

**District Actions:** The DCSI will assist the campus leadership team in developing identifying the priority focus areas based on the campus diagnostic, create action steps, and identify data targets for the specific subgroups. The DCSI will meet with the campus leadership to conduct data meetings and attend PLCs. Phalen Leaders and Leadership will implement effective PLC meeting expectations utilizing protocols, procedures, and routines to build teacher capacity that transfers to classroom instruction to close learning gaps for all scholars.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers lacking knowledge of content area due to being in their first year of an alternative certification program, lack of effective lesson development, and/or experience as a teacher of record.	None	The development of the ALLSTAAR teaching academy will provide up to two hours a week one on one support to build teacher capacity in lesson planning, instructional strategies, and/or classroom management to close learning gaps.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus leaders will attend professional development on developing written protocols for PLC expectations.</p> <p><b>Evidence Used to Determine Progress:</b> Leaders will use a progress monitoring look-for form to conduct PLC meetings and the principal and regional director will provide feedback in the coaching cycle.</p> <p><b>Person(s) Responsible:</b> Principal, PLA Regional Director</p> <p><b>Resources Needed:</b> PLC coaching protocol, progressive monitoring sheet, coaching cycle tracking tool</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 12, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> September 23, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The development of the ALLSTAAR teaching academy will provide up to two hours a week one on one support to build teacher capacity in lesson planning, instructional strategies, and/or classroom management to close learning gaps.</p> <p><b>Evidence Used to Determine Progress:</b> Quality check of STAAR-like question previously taught document utilizing tracking sheet</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal, and PLA Regional Director</p> <p><b>Resources Needed:</b> STAAR-like question bank, best practice resources for leaders and teachers, instructional resources and strategies for classroom management/learning</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 19, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 7, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Campus leader will progressive monitor teachers during PLC meetings to determine coaching, support, and/or strategies to strengthen lesson plans and lesson delivery to increase scholar success.</p> <p><b>Evidence Used to Determine Progress:</b> Coaching Cycle observations/conversations with feedback- progress monitoring tracking tool</p> <p><b>Person(s) Responsible:</b> Assistant Principals and Instructional Coaches</p> <p><b>Resources Needed:</b> Researched-based strategies, high-quality instructional resources, and classroom management/culture resources</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 19, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> September 30, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

**Rationale:** Per ESF Final Diagnostic Report April 26, 2022: While there is regular, job-embedded professional development in high-impact instructional strategies, there is a need to implement ongoing, job-embedded professional development in strong classroom culture and management. There is a need to adopt and implement a common framework for classroom management that contains high leverage practices. In addition, there is a lack of evidence that classrooms are regularly engaging in complex tasks or clear protocols to ensure students are doing the cognitive lift or engaging in productive struggle, and there is a need to increase the level of rigor as well as scaffolded support in classroom instruction.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers and campus leaders use a framework for classroom management that contains high leverage practices 2. Teachers spend each minute of class purposefully, maximizing instruction from entrance to exit, using a set of teacher and student-led procedures and routines (e.g., Do Now, in-class transitions, materials management, and TLAC strategies)

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school events, family newsletter, and updates at parent and community events. Our scholars will be made aware of our focus on high-quality teaching through our vision and mission statement for scholars to achieve academic success; as well as announcing the student of the month during announcements or social media. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By June 2023, 100% of teachers and leaders will effectively implement best practices for establishing and maintaining strong classroom culture by utilizing established routines and procedures to increase scholar achievement.

**District Commitment Theory of Action:** If the district provides ongoing coaching to support curriculum, assessments, and online technology resources, then leaders and teachers will effectively implement high-quality instructional /research-based teaching practices that promote critical thinking skills to close learning gaps for all scholars.

**Desired 90-day Outcome:** By November 2022, 100% of Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences utilizing with ongoing job-embedded professional development, including observation and feedback, to support instruction that is responsive to students' backgrounds.

**District Actions:** The DCSI will assist the campus leadership team in developing identifying the priority focus areas based on the campus diagnostic, create action steps, and identify data targets for the specific subgroups. The DCSI will meet with the campus leadership to conduct data meetings and attend PLCs. Phalen Leaders and Leadership will implement effective PLC meeting expectations to build teacher capacity that transfers to classroom instruction to close learning gaps for all scholars. The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback).

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers lacking knowledge of content area due to being in their first year of an alternative certification program, lack of effective lesson development, and/or experience as a teacher of record.	None	The development of the ALLSTAAR teaching academy will provide up to two hours a week one on one support to build teacher capacity in lesson planning, instructional strategies, and/or classroom management to close learning gaps.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The development of the ALLSTAAR teaching academy will provide up to two hours a week one on one support to build teacher capacity in lesson planning, instructional strategies, and/or classroom management to close learning gaps.</p> <p><b>Evidence Used to Determine Progress:</b> Tracking sheet teacher attendance /Coaching Cycle observations and/or conversations</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Coaches, PLA Regional Director</p> <p><b>Resources Needed:</b> Curriculum resources, assessments, online resources, and/or scholar discipline &amp; attendance data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 19, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> September 30, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The implementation of identified STAAR Tested Teachers attending up to 2 hours per week for 1:1 coaching/support to develop effective lessons plan and delivery to close learning gaps.</p> <p><b>Evidence Used to Determine Progress:</b> Tracking sheet/Coaching Cycle conversations and observations</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal, Instructional Coaches, PLA Regional Director</p> <p><b>Resources Needed:</b> Curriculum resources, assessments, online resources, and/or scholar discipline &amp; attendance data</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 19, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> September 30, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Analysis of deep data dive with scholar work samples to increase academic success in Reading and Math.</p> <p><b>Evidence Used to Determine Progress:</b> scholar work samples/assessment data</p> <p><b>Person(s) Responsible:</b> Teachers/Leadership Team</p> <p><b>Resources Needed:</b> Curriculum resources, assessments, online resources, and/or scholar discipline &amp; attendance data</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 19, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> September 30, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

**Rationale:** Per the ESF Final Diagnostic Report April 26, 2022: There is evidence of policies and practices captured in writing through the use of campus-wide behavior expectations posted throughout the building; however, campus observations, the climate survey, and focus group reveal that those are not consistently implemented and executed with fidelity. The mission and vision were developed at the beginning of this year by the leadership team and a group of teachers; however, this process did not include parents or students. There is a lack of evidence that the campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management, and there is a lack of a framework for classroom management that contains high leverage practices. Classroom observations indicated a lack of complex tasks or clear protocols to ensure students are doing the cognitive lift or engaging in productive struggle.

No evidence that teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers and Leaders will strengthen performance expectations in job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles to increase scholar achievement.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school events, family newsletter, and updates at parent and community events. Our scholars will be made aware of our focus on high-quality teaching through our vision and mission statement for scholars to achieve academic success; as well as announcing the student of the month during announcements or social media. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By June 2023, 100% of Campus Leaders will effectively utilize curriculum, assessments, and tracking tools to build teacher capacity to increase scholar academic success.

**District Commitment Theory of Action:** If the District provides opportunities for ongoing support, coaching, feedback for written protocols and processes, then Campus Leaders will effectively implement best practices protocols and processes to build teacher capacity that will transfer to classroom learning.

**Desired 90-day Outcome:** By December 2022, 100% of Campus Leaders will capture student progress on district benchmark assessments to provide next steps to build teacher capacity that closes learning gaps.

**District Actions:** By December 2022, For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

**Rationale:** Per ESF Final Diagnostic Report April 26, 2022: While there is regular, job-embedded professional development in high-impact instructional strategies, there is a need to implement ongoing, job-embedded professional development in strong classroom culture and management. There is a need to adopt and implement a common framework for classroom management that contains high leverage practices. In addition, there is a lack of evidence that classrooms are regularly engaging in complex tasks or clear protocols to ensure students are doing the cognitive lift or engaging in productive struggle, and there is a need to increase the level of rigor as well as scaffolded support in classroom instruction.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers and campus leaders use a framework for classroom management that contains high leverage practices 2. Teachers spend each minute of class purposefully, maximizing instruction from entrance to exit, using a set of teacher and student-led procedures and routines (e.g., Do Now, in-class transitions, materials management, and TLAC strategies)

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school events, family newsletter, and updates at parent and community events. Our scholars will be made aware of our focus on high-quality teaching through our vision and mission statement for scholars to achieve academic success; as well as announcing the student of the month during announcements or social media. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By June 2023, 100% of teachers and leaders will effectively implement best practices for establishing and maintaining strong classroom culture by utilizing established routines and procedures to increase scholar achievement.

**District Commitment Theory of Action:** If the district provides ongoing coaching to support curriculum, assessments, and online technology resources, then leaders and teachers will effectively implement high-quality instructional /research-based teaching practices that promote critical thinking skills to close learning gaps for all scholars.

**Desired 90-day Outcome:** By December 2022, 90% of Teachers spend each minute of class purposefully, maximizing instruction from entrance to exit, using a set of teacher and student-led procedures and routines (e.g., Do Now, in-class transitions, materials management, etc.)

**District Actions:** By December 2022, The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:**

#### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

**Rationale:** Per the ESF Final Diagnostic Report April 26, 2022: There is evidence of policies and practices captured in writing through the use of campus-wide behavior expectations posted throughout the building; however, campus observations, the climate survey, and focus group reveal that those are not consistently implemented and executed with fidelity. The mission and vision were developed at the beginning of this year by the leadership team and a group of teachers; however, this process did not include parents or students. There is a lack of evidence that the campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management, and there is a lack of a framework for classroom management that contains high leverage practices. Classroom observations indicated a lack of complex tasks or clear protocols to ensure students are doing the cognitive lift or engaging in productive struggle.

No evidence that teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers and Leaders will strengthen performance expectations in job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles to increase scholar achievement.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school events, family newsletter, and updates at parent and community events. Our scholars will be made aware of our focus on high-quality teaching through our vision and mission statement for scholars to achieve academic success; as well as announcing the student of the month during announcements or social media. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By June 2023, 100% of Campus Leaders will effectively utilize curriculum, assessments, and tracking tools to build teacher capacity to increase scholar academic success.

**District Commitment Theory of Action:** If the District provides opportunities for ongoing support, coaching, feedback for written protocols and processes, then Campus Leaders will effectively implement best practices protocols and processes to build teacher capacity that will transfer to classroom learning.

**Desired 90-day Outcome:** By April 2023, Campus Leaders will complete performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year to increase scholar achievement.

**District Actions:** By April 2023, District policies and practices support effective instruction in schools to provide Leaders with essential practices to build teacher capacity.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

**Rationale:** Per ESF Final Diagnostic Report April 26, 2022: While there is regular, job-embedded professional development in high-impact instructional strategies, there is a need to implement ongoing, job-embedded professional development in strong classroom culture and management. There is a need to adopt and implement a common framework for classroom management that contains high leverage practices. In addition, there is a lack of evidence that classrooms are regularly engaging in complex tasks or clear protocols to ensure students are doing the cognitive lift or engaging in productive struggle, and there is a need to increase the level of rigor as well as scaffolded support in classroom instruction.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers and campus leaders use a framework for classroom management that contains high leverage practices 2. Teachers spend each minute of class purposefully, maximizing instruction from entrance to exit, using a set of teacher and student-led procedures and routines (e.g., Do Now, in-class transitions, materials management, and TLAC strategies)

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school events, family newsletter, and updates at parent and community events. Our scholars will be made aware of our focus on high-quality teaching through our vision and mission statement for scholars to achieve academic success; as well as announcing the student of the month during announcements or social media. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By June 2023, 100% of teachers and leaders will effectively implement best practices for establishing and maintaining strong classroom culture by utilizing established routines and procedures to increase scholar achievement.

**District Commitment Theory of Action:** If the district provides ongoing coaching to support curriculum, assessments, and online technology resources, then leaders and teachers will effectively implement high-quality instructional /research-based teaching practices that promote critical thinking skills to close learning gaps for all scholars.

**Desired 90-day Outcome:** By April 2023, 100% of Teachers build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunity for participation.

**District Actions:** By April 2023, The district has effective systems for identifying and supporting struggling learners for Leaders & Teachers to effectively build trust through a variety of means.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	467	29	38	N/A	Interim Assessment	40		Interim Assessment	42		43	
			All	All	Reading	Meets	STAAR	467	8	13	N/A	Interim Assessment	15		Interim Assessment	17		17	
			All	All	Reading	Masters	STAAR	467	3	5	N/A	Interim Assessment	6		Interim Assessment	7		8	
			All	All	Mathematics	Approaches	STAAR	467	15	20	N/A	Interim Assessment	23		Interim Assessment	25		28	
			All	All	Mathematics	Meets	STAAR	467	3	4	N/A	Interim Assessment	6		Interim Assessment	8		10	
			All	All	Mathematics	Masters	STAAR	467	0	1	N/A	Interim Assessment	2		Interim Assessment	4		5	
			8th	All	Science	Approaches	STAAR	172	11	16	N/A	District Created Benchmark	20		District Created Benchmark	23		25	
			8th	All	Science	Meets	STAAR	172	1	5	N/A	District Created Benchmark	6		District Created Benchmark	7		8	
			8th	All	Science	Masters	STAAR	172	0	1	N/A	District Created Benchmark	2		District Created Benchmark	4		5	
			8th	All	Social Studies	Approaches	STAAR	172	7	7	N/A	District Created Benchmark	10		District Created Benchmark	14		15	
			8th	All	Social Studies	Meets	STAAR	172	0	3	N/A	District Created Benchmark	4		District Created Benchmark	5		6	
8th	All	Social Studies	Masters	STAAR	172	0	1	N/A	District Created Benchmark	2		District Created Benchmark	3		4				
Closing the Gaps	Focus 1	Academic Growth Status	All	Econ Disadv	ELA	N/A	ELA	N/A	52	64	100	District Created Benchmark	45		District Created Benchmark	55		66	
	Focus 2	Academic Achievement	All	Hispanic	ELA	N/A	ELA	N/A	35	16	100	District Created Benchmark	22		Interim Assessment	30		37	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	402	Did Not Meet	75	75		65		57	
					Approaches	18	25		35		43	
					Meets	4	8		12		16	
					Masters	3	3		5		6	
	Math	All	STAAR	405	Did Not Meet	80	80		70		75	
					Approaches	15	15		20		25	
					Meets	4	4		5		7	
					Masters	1	1		1		2	

# Beaumont Independent School District

## Beaumont United - TIP

### 2022-2023 Targeted Improvement Plan



**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Shannon Allen  
Dr. Kandiest Brock

**Principal:** Dr. Wiley Johnson  
**ESC Case Manager:** Bridget Kirby  
**ESC Region:** 5

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Kandiest Brock

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Lance Campbell

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Dr. Wiley Johnson

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# Data Analysis

## Student Achievement

What accountability goal has your campus set for this year?

Our Domain 1 goal is to achieve a component Score of 54

We will do this by achieving the following results on our STAAR EOC exams:

ELA

Approaches: 47

Meets: 26

Masters: 4

Algebra 1

Approaches: 40

Meets: 12

Masters: 4

Biology

Approaches: 67

Meets: 26

Masters: 5

US History

Approaches: 64

Meets: 28

Masters: 13

We aim to recover learning loss from this past year. We think it is both feasible and ambitious to increase our scores by 5 points for App/Meets/Masters based on the results we achieved this year. We will focus on tutor supports for our students that did not pass STAAR, as well as those who did not take any STAAR End - Of - Course exams. Our focus on data analysis in our PLCs in order to provide data driven instruction will guide our teachers to provide targeted supports to students. Our focus on the school culture and the monitoring of effective instruction, along with providing feedback through administrative walk - throughs will also lead us to success. We also believe that a focus on college, career, and military readiness will ensure that our students are meeting CCMR criteria which will significantly impact our Domain I accountability score. By achieving these Domain component score goals, our overall score will go from 56 to 66 with an overall rating of D.

## School Progress

**What accountability goal has your campus set for this year?**

Our Domain 2 goal is to achieve a component Score of 66

Our focus areas are in Academic Growth for Current & Monitored ELLs in ELA, SpEd ELA, and African American CCMR.

Our Domain 3 goal is to achieve a component Score of 67

Our focus will be on Domain 2B: Our goal is to achieve our component scaled score of 65; economic disadvantaged: 90.8% If we focus on overall achievement, increasing our Domain I score to 54, our relative performance (2B) will also improve. With more students on campus able to be accounted for as economically disadvantaged, that percentage should increase to a more realistic representation of the student population. We plan to recover learning loss by building capacity in data - driven instruction and increasing effective teacher instruction.

## Closing the Gaps

**What accountability goal has your campus set for this year?**

6 targets met in 2022: ELA Growth Status All Students, AA, Hispanic, ED, Continuously Enrolled, and School Quality Status SpEd (current)

By prioritizing achieving targets in 3 additional areas: CCMR, School Quality Status AA and ED

we will achieve 9 targets and ensure our students recover significant learning loss and increase campus academic performance. We believe these subgroups are critical for us to focus on to ensure all of our students are achieving their maximum potential.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

Across the board, in 2022 our students struggled overall with English I and II and Algebra I; additionally we had minor loss in US History, we are still not back to 2019 standards in Biology.

There were single-digit losses in Algebra I (2 points); we celebrate single-digit gains in ELA (5 points) and US History (1 point) as well as double-digit gains in Biology (10 points). However, to return to our 2019 status, we still have double-digits gains to make. Therefore, the campus will focus on English I and II as well as Algebra I since student performance is traditionally low in these areas.

We are confident that accelerated instruction provided in Algebra I, Biology, and US History will recover learning loss.

Our targeted focus subject areas are reading and math, and the targeted student groups are African American, Hispanic, ELs, SPED, and ED. We will also place a focus on English Language Proficiency Status (ELPS) - TELPAS. When we meet our targets in these student groups, it will positively impact our Domain I, II and III scores.

Our focus areas are in Academic Growth for Current & Monitored ELLs in ELA, SpEd ELA, and African American CCMR.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

Our focus areas are in Academic Growth for Current & Monitored ELLs in ELA, SpEd ELA, and African American CCMR. We believe that a focus on college, career, and military readiness will ensure that our students are meeting CCMR criteria which will significantly impact our Domain I accountability score. By achieving these Domain component score goals, the intended impact on our accountability domain score will go from 56 to 66 with an overall rating of D.

## CCMR

### What goals has your campus set for CCMR?

District Board Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.

Campus Performance Objective 1: By May 2023, of all students tested, the percentage of students who score at least 480 on Evidence - Based reading and writing on the SAT will move from 47% to 60% and from 20% to 45% scoring at least 530 on the mathematics portion of the SAT exam.

Campus Performance Objective 2: By May 2023, 60% of all tested students will score at least 945 on English Language Arts and Reading, 5 on the essay, and 950 on Math on the TSIA2.0.

Campus Performance Objective 3: By May 2023, we will increase from 13% to 40% of all tested students who will receive a 3 or better on all AP exams. Campus Performance

Objective 4: By May 2023, we will increase from 93% to 97% of students enrolled in dual credit courses that will obtain at least 9 dual-credit hours in any subject or 3 dualcredit hours in English Language Arts and Reading or Math by the conclusion of their senior year. Campus

Performance Objective 5: We will increase by 5% the number of students taking the SAT/ACT during the 2022-2023 school year.

District Board Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a twoyear community college, or a four-year university.

Campus Performance Objective 1: By May 2023, 80% of students enrolled in a CTE Program of Study, will earn an Industry-based Certification by the conclusion of their senior year.

Campus Performance Objective 3: By May 2023, 75% of graduates receiving special education services during the year of graduation will graduate under the Foundation High School Plan with Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

Campus Performance Objective 4: By May 2023, 85% of the student will have been exposed to military advantages and careers.

Campus Performance Objective 5: By August 2023, the graduation rate will increase from 92% (class of 2022) to 97% (class of 2023).

## Federal Graduation Rate

### What goals has your campus set for Federal Graduation Rate?

By August 2023, the graduation rate will increase from 92% (class of 2022) to 97% (class of 2023).

By May 2023, 75% of graduates receiving special education services during the year of graduation will graduate under the Foundation High School Plan with Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA).

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Beginning Implementation**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Fully Implemented**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Partial Implementation**

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Partial Implementation**

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

**Rationale:** 5.1 is an essential action that will provide BU with a focus on effective, engaging, rigorous teacher instruction. The campus has a lot of room for growth in this area due to the fact that we are transitioning from a 90 - minute block, 4 period day to an eight period 45 minute class period day. There are still many gaps to close with an immense amount of learning loss to recover from the pandemic. Effective teacher instruction will impact student engagement which will ultimately positively impact student discipline resulting in academic growth.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will continue to engage with the District and Instructional Partners which will help the campus leadership team to build their capacity to coach teachers in using effective instructional strategies in the classroom. The cohort will provide face to face PD and implementation support and on site coaching for our leadership team and teachers. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high quality, engaging, rigorous instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through our Targeted Improvement Plan, Campus Improvement Plan, Goals Night and other State of the Campus meetings, we will communicate our prioritized essential actions. A review of each essential action will also take place at every faculty and staff meeting so that all are aware of our campus needs. We will create staff buy-in by hosting events to boost staff and student morale and celebrating individual, department and group success in staff correspondence and meetings.

At our Goals Night, as well as at our Initial Business/Community Partner meeting, we will reviewed our campus data, behavior intervention plans, attendance concerns, and ways in which support can be provided to the campus.

The state of the campus accountability rating will be addressed in detail so that each stakeholder is aware of the needs of the campus. Each stakeholder will be educated on how effective instruction is important in the classroom, but how many other contributing factors play a role in our staff providing adequate instruction, such as how attendance plays a role in student achievement, as well as how discipline concerns creates distractions and interruptions in teachers being able to carry out an effective lesson.

We will also keep the PTSA abreast on ways in which they can provide morale boosters for our campus personnel to keep the morale high to support teachers while they prepare and carry our effective instruction.

**Desired Annual Outcome:** By May 2023, our campus leadership team will have built their capacity in providing support to teachers around the use of effective instruction. This will be evidenced by implementation of opportunities for growth provided from Instruction Partners, weekly classroom observation data and calibrated walk throughs indicating at least 90% of teachers receiving feedback on their instruction.

There will be a proficient use of classroom instructional strategies - specifically for critical thinking, productive struggle and differentiated support for students. For teachers not

yet proficient, action steps aligned to areas of refinement will be assigned to teachers. Instructional Leaders (Principal, APs) will provide coaching and support to master these areas.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on, data-driven instruction, and observation and feedback), then the campus leaders will be able to consistently provide meaningful feedback to teachers regarding effective teacher instruction and strategies that support high levels of student achievement.

**Desired 90-day Outcome:** By November 2022, our campus leadership team will have built their capacity in providing support to teachers around the use of effective instruction. This will be evidenced by weekly classroom observation data and calibrated walk throughs indicating at least 65% of teachers receiving feedback on their instruction.

**District Actions:** If the DCSI and District will support the campus by conducting leadership walks, providing feedback, and coaching to the leadership team, then the campus will have built capacity in targeted areas. Additionally, the DCSI will engage in co - observations and calibrations alongside the leadership team and help coach the principal and assistant principals to further calibrate the leadership team.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Utilize PLCs in EOC content areas (English 1, English 2, Algebra 1, Biology, and US History) during protected time build into the master schedule, department meetings, faculty meetings, and half day work days for in-depth conversations to introduce effective high yield instructional strategies suggested by Instruction Partners: (ELA) Increase text focus, task and text connection, students doing the majority of the work (Math) attending to the appropriate aspect of rigor, making the math clear, students doing the heavy lift. Also making possible adjustments to instructional delivery focused on meeting the needs of target student groups (ELA Current and Monitored ELs and ELA SpEd), struggling learners and learners needing acceleration.</p> <p><b>Evidence Used to Determine Progress:</b> Sign in sheets, Artifacts developed during PLCs, observations of artifact being implemented, student data.</p> <p><b>Person(s) Responsible:</b> Reading Coaching; Associate Principal of C/I, Department AP, Principal, Instruction Partners</p> <p><b>Resources Needed:</b> PLC agenda, PD resources, pacing calendar, anchor charts, markers, copy paper, subs for half day work days</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> anchor charts, markers, copy paper - 6300-Supplies and materials - \$5,000, subs for half day work days - 6100-Payroll - \$5,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Provide on-going instructional leadership and teacher training symposiums for administrators and teachers to review research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups for establishing and maintaining strong classroom culture, including setting behavioral expectations, establishing routines, and procedures that maximize instructional time, and building strong relationships creating implement effectively used high-quality instructional materials that can be implemented expeditiously.</p> <p><b>Evidence Used to Determine Progress:</b> Sign-in sheets, agenda, pictures</p> <p><b>Person(s) Responsible:</b> Principal, district staff, Instructional Partners, other vetted contracted staff</p> <p><b>Resources Needed:</b> conference room, devices, presentation devices</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 19, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> contracted staff - 6200-Professional and contracted services - \$5,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Campus leaders will develop and implement an attendance and skipping intervention program that will be used by administrators and teachers utilizing an individualized student contract to allow students to see the relevance between class attendance, receiving instruction and students progress.</p> <p><b>Evidence Used to Determine Progress:</b> attendance reports, contracts, incentive roster</p> <p><b>Person(s) Responsible:</b> Principal, PEIMS clerks, attendance AP, grade level APs, Attendance Intervention Liaison</p> <p><b>Resources Needed:</b> attendance report, copy paper, folders, binders</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 3, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> copy paper, folders, binders - 6300-Supplies and materials - \$5,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Implement math internalization Instruction Partner walks to build capacity among Algebra 1 where all students receive access to a viable curriculum by affording teachers the opportunity to collaborate and design rigorous, standards- aligned student learning experiences.</p> <p><b>Evidence Used to Determine Progress:</b> district unit data</p> <p><b>Person(s) Responsible:</b> Principal, Math AP, Math coach</p> <p><b>Resources Needed:</b> copy paper, folders, binders</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 19, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> copy paper, folders, binders - 6300-Supplies and materials - \$10,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** Data-driven instruction is an essential action that will provide BU with a focus on reviewing assessment calendar, review data in PLC with teachers in an effort to identify gaps and make informed decisions regarding reteaching strategies and best practices to provide effective, engaging, rigorous teacher instruction. The campus has a lot of room for growth in this area due to the fact that we have transitioned from a 90 - minute block, 4 period day to an eight period 45 minute class period day. There are still many gaps to close with an immense amount of learning loss to recover from the pandemic. Data-driven instruction will impact student engagement which will ultimately positively impact student discipline resulting in academic growth.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We plan to continue to engage with the District team and Instructional Partners which will assist the campus leadership team to build their capacity to coach teachers in developing redesigned lessons based on data.

The cohort will provide face to face PD and implementation support and on site coaching for our leadership team and teachers. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high quality, engaging, rigorous instruction that can be implemented from review data and making data-driven decisions.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through our Targeted Improvement Plan, Campus Improvement Plan, Goals Night - State of the Campus meetings, PLCs, and a newly implemented Leadership and Teacher Symposium, we will communicate our prioritized essential actions. A review of each essential action will also take place at every faculty and staff meeting so that all are aware of our campus needs. We will create staff buy-in by hosting events to boost staff and student morale and celebrating individual, department and group success in staff correspondence and meetings.

At our Goals Night, as well as at our Initial Business/Community Partner meeting, we reviewed our campus data, behavior intervention plans, attendance concerns, and ways in which support can be provided to the campus.

The state of the campus accountability rating will be addressed in detail so that each stakeholder is aware of the needs of the campus. Each stakeholder will be educated on how effective instruction is important in the classroom, but how many other contributing factors play a role in our staff providing adequate instruction, such as how attendance plays a role in student achievement, as well as how discipline concerns creates distractions and interruptions in teachers being able to carry out an effective lesson.

We will also keep the PTSA abreast on ways in which they can provide morale boosters for our campus personnel to keep the morale high to support teachers while they prepare and carry our effective instruction.

**Desired Annual Outcome:** By May 2023, our campus leadership team will have built their capacity in providing support to teachers around the use of designing data-driven lessons that address gaps in learning in an effort to recover learning loss to meet goals. This will be evidenced by weekly classroom observation data and Instruction Partners feedback indicating at least 90% of teachers receiving feedback on observed data-driven instruction.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on, data-driven instruction, and observation and feedback), then the campus leaders will be able to consistently provide meaningful feedback to teachers regarding designing data-driven lessons that support high levels of student achievement.

**Desired 90-day Outcome:** By November 2022, our campus leadership team will have built their capacity in providing support to teachers around the use of designing data-driven lessons that address gaps in learning in an effort to recover learning loss to meet goals. This will be evidenced by weekly classroom observation data and Instruction Partners feedback indicating at least 70% of teachers receiving feedback on observed data-driven instruction.

**District Actions:** If the DCSI and District will support the campus by analyzing campus data and providing feedback and coaching to the leadership team, then the campus will have built capacity in targeted area of data-driven instruction. Additionally, the DCSI will engage in co - observations and calibrations alongside the leadership team and help coach the principal and assistant principals to further calibrate the leadership team.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Conduct PLC data digs during protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration after each district assessment in all EOC areas (Algebra 1, English 1 &amp; 2, Biology, and US History) utilizing the district assessment data on Eduphoria.</p> <p><b>Evidence Used to Determine Progress:</b> district assessment data, student goal sheets</p> <p><b>Person(s) Responsible:</b> EOC teachers, content AP</p> <p><b>Resources Needed:</b> district assessment data, anchor charts, copy paper, markers, folders, binders</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 13, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> anchor charts, copy paper, markers, folders, binders - 6300-Supplies and materials - \$5,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Create data dashboard with administrative roles and responsibilities displayed on a wall in Principal's office to review, track, monitor, and disaggregate data and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p><b>Evidence Used to Determine Progress:</b> district assessment data</p> <p><b>Person(s) Responsible:</b> Principal, Associate C&amp;I, content AP, reading/math coach</p> <p><b>Resources Needed:</b> assessment data, dry erase markers, data board</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> dry erase markers, data board - 6300-Supplies and materials - \$3,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Offer professional development field trip opportunities to teachers in need of assistance with meeting data-driven instruction expectations to visit campuses in and out of district to observe exemplar teachers.</p> <p><b>Evidence Used to Determine Progress:</b> data driven instruction observed, Whetstone reports</p> <p><b>Person(s) Responsible:</b> Principal, APs, coaches</p> <p><b>Resources Needed:</b> pacing calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 21, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> travel funds - 6200-Professional and contracted services - \$5,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Create student goal sheets and have data discussions with students disaggregating their individual district assessment performance data to track and monitor their progress, foster student ownership, and goal setting providing evidence-based feedback.</p> <p><b>Evidence Used to Determine Progress:</b> district assessment performance data</p> <p><b>Person(s) Responsible:</b> Principal, APs, coaches, teachers</p> <p><b>Resources Needed:</b> pacing calendar, district assessment performance data, goal sheets, folders, binders</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> data, goal sheets, folders, binders - 6300-Supplies and materials - \$3,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Offer strategic math for incoming 9th grade students that were not successful on 8th grade math STAAR utilizing 8th grade math TEKS that are aligned with algebra 1 TEKS to expose them to algebra 1 concepts to prepare them for algebra 1 in 10th grade.</p> <p><b>Evidence Used to Determine Progress:</b> 8th grade math STAAR, district created exams</p> <p><b>Person(s) Responsible:</b> Principal, Associate of C&amp;I, Math AP, Math coach, teachers</p> <p><b>Resources Needed:</b> Strategic Math scope and sequence and assessments</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 19, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. **Essential Action 5.1:** Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

**Rationale:** 5.1 is an essential action that will provide BU with a focus on effective, engaging, rigorous teacher instruction. The campus has a lot of room for growth in this area due to the fact that we are transitioning from a 90 - minute block, 4 period day to an eight period 45 minute class period day. There are still many gaps to close with an immense amount of learning loss to recover from the pandemic. Effective teacher instruction will impact student engagement which will ultimately positively impact student discipline resulting in academic growth.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will continue to engage with the District and Instructional Partners which will help the campus leadership team to build their capacity to coach teachers in using effective instructional strategies in the classroom. The cohort will provide face to face PD and implementation support and on site coaching for our leadership team and teachers. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high quality, engaging, rigorous instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through our Targeted Improvement Plan, Campus Improvement Plan, Goals Night and other State of the Campus meetings, we will communicate our prioritized essential actions. A review of each essential action will also take place at every faculty and staff meeting so that all are aware of our campus needs. We will create staff buy-in by hosting events to boost staff and student morale and celebrating individual, department and group success in staff correspondence and meetings.

At our Goals Night, as well as at our Initial Business/Community Partner meeting, we will reviewed our campus data, behavior intervention plans, attendance concerns, and ways in which support can be provided to the campus.

The state of the campus accountability rating will be addressed in detail so that each stakeholder is aware of the needs of the campus. Each stakeholder will be educated on how effective instruction is important in the classroom, but how many other contributing factors play a role in our staff providing adequate instruction, such as how attendance plays a role in student achievement, as well as how discipline concerns creates distractions and interruptions in teachers being able to carry out an effective lesson.

We will also keep the PTSA abreast on ways in which they can provide morale boosters for our campus personnel to keep the morale high to support teachers while they prepare and carry our effective instruction.

**Desired Annual Outcome:** By May 2023, our campus leadership team will have built their capacity in providing support to teachers around the use of effective instruction. This will be evidenced by implementation of opportunities for growth provided from Instruction Partners, weekly classroom observation data and calibrated walk throughs indicating at least 90% of teachers receiving feedback on their instruction.

There will be a proficient use of classroom instructional strategies - specifically for critical thinking, productive struggle and differentiated support for students. For teachers not yet proficient, action steps aligned to areas of refinement will be assigned to teachers. Instructional Leaders (Principal, APs) will provide coaching and support to master these areas.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on, data-driven instruction, and observation and feedback), then the campus leaders will be able to consistently provide meaningful

feedback to teachers regarding effective teacher instruction and strategies that support high levels of student achievement.

**Desired 90-day Outcome:** By February 2023, our campus leadership team will have built their capacity in providing support to teachers around the use of effective instruction. This will be evidenced by implementation of opportunities for growth provided from Instruction Partners, weekly classroom observation data and calibrated walk throughs indicating at least 80% of teachers receiving feedback on their instruction.

**District Actions:** If the DCSI and District will support the campus by conducting leadership walks, providing feedback, and coaching to the leadership team, then the campus will have built capacity in targeted areas. Additionally, the DCSI will engage in co - observations and calibrations alongside the leadership team and help coach the principal and assistant principals to further calibrate the leadership team.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** Data-driven instruction is an essential action that will provide BU with a focus on reviewing assessment calendar, review data in PLC with teachers in an effort to identify gaps and make informed decisions regarding reteaching strategies and best practices to provide effective, engaging, rigorous teacher instruction. The campus has a lot of room for growth in this area due to the fact that we have transitioned from a 90 - minute block, 4 period day to an eight period 45 minute class period day. There are still many gaps to close with an immense amount of learning loss to recover from the pandemic. Data-driven instruction will impact student engagement which will ultimately positively impact student discipline resulting in academic growth.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We plan to continue to engage with the District team and Instructional Partners which will assist the campus leadership team to build their capacity to coach teachers in developing redesigned lessons based on data.

The cohort will provide face to face PD and implementation support and on site coaching for our leadership team and teachers. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high quality, engaging, rigorous instruction that can be implemented from review data and making data-driven decisions.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through our Targeted Improvement Plan, Campus Improvement Plan, Goals Night - State of the Campus meetings, PLCs, and a newly implemented Leadership and Teacher Symposium, we will communicate our prioritized essential actions. A review of each essential action will also take place at every faculty and staff meeting so that all are aware of our campus needs. We will create staff buy-in by hosting events to boost staff and student morale and celebrating individual, department and group success in staff correspondence and meetings.

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**Desired Annual Outcome:** By May 2023, our campus leadership team will have built their capacity in providing support to teachers around the use of designing data-driven lessons that address gaps in learning in an effort to recover learning loss to meet goals. This will be evidenced by weekly classroom observation data and Instruction Partners feedback indicating at least 90% of teachers receiving feedback on observed data-driven instruction.

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**Did you achieve your 90 day outcome?:**

**Why or why not?:**

## Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. **Essential Action 5.1:** Effective classroom routines and instructional strategies.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

**Rationale:** 5.1 is an essential action that will provide BU with a focus on effective, engaging, rigorous teacher instruction. The campus has a lot of room for growth in this area due to the fact that we are transitioning from a 90 - minute block, 4 period day to an eight period 45 minute class period day. There are still many gaps to close with an immense amount of learning loss to recover from the pandemic. Effective teacher instruction will impact student engagement which will ultimately positively impact student discipline resulting in academic growth.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will continue to engage with the District and Instructional Partners which will help the campus leadership team to build their capacity to coach teachers in using effective instructional strategies in the classroom. The cohort will provide face to face PD and implementation support and on site coaching for our leadership team and teachers. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high quality, engaging, rigorous instruction.

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**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** Data-driven instruction is an essential action that will provide BU with a focus on reviewing assessment calendar, review data in PLC with teachers in an effort to identify gaps and make informed decisions regarding reteaching strategies and best practices to provide effective, engaging, rigorous teacher instruction. The campus has a lot of room for growth in this area due to the fact that we have transitioned from a 90 - minute block, 4 period day to an eight period 45 minute class period day. There are still many gaps to close with an immense amount of learning loss to recover from the pandemic. Data-driven instruction will impact student engagement which will ultimately positively impact student discipline resulting in academic growth.

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**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	subs for half day work days		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Budget Object Code Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$0.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	contracted staff		\$5,000.00
1	2	3	travel funds		\$5,000.00
<b>Sub-Total</b>					\$10,000.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	anchor charts, markers, copy paper		\$5,000.00
1	1	3	copy paper, folders, binders		\$5,000.00
1	1	4	copy paper, folders, binders		\$10,000.00
1	2	1	anchor charts, copy paper, markers, folders, binders		\$5,000.00
1	2	2	dry erase markers, data board		\$3,000.00
1	2	4	data, goal sheets, folders, binders		\$3,000.00
<b>Sub-Total</b>					\$31,000.00
<b>Budgeted Budget Object Code Amount</b>					\$36,000.00
<b>+/- Difference</b>					\$5,000.00
<b>Grand Total Budgeted</b>					\$51,000.00
<b>Grand Total Spent</b>					\$46,000.00
<b>+/- Difference</b>					\$5,000.00

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments											
								2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal		
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results	
Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	1283	37	42	N/A	District Created Benchmark	43		District Created Benchmark	45		47		
		All	All	Reading	Meets	STAAR	1283	21	22	N/A	District Created Benchmark	23		District Created Benchmark	24		26		
		All	All	Reading	Masters	STAAR	1283	1	2	N/A	District Created Benchmark	2		District Created Benchmark	3		4		
		All	All	Mathematics	Approaches	STAAR	357	37	35	N/A	District Created Benchmark	38		District Created Benchmark	42		45		
		All	All	Mathematics	Meets	STAAR	357	8	8	N/A	District Created Benchmark	9		District Created Benchmark	11		12		
		All	All	Mathematics	Masters	STAAR	357	1	2	N/A	District Created Benchmark	2		District Created Benchmark	3		4		
		All	All	Science	Approaches	STAAR	357	52	62	N/A	District Created Benchmark	63		District Created Benchmark	64		67		
		All	All	Science	Meets	STAAR	357	16	22	N/A	District Created Benchmark	23		District Created Benchmark	24		26		
		All	All	Science	Masters	STAAR	357	2	3	N/A	District Created Benchmark	3		District Created Benchmark	4		5		
		All	All	Social Studies	Approaches	STAAR	578	58	59	N/A	District Created Benchmark	60		District Created Benchmark	62		64		
		All	All	Social Studies	Meets	STAAR	578	27	24	N/A	District Created Benchmark	24		District Created Benchmark	26		28		
		All	All	Social Studies	Masters	STAAR	578	7	11	N/A	District Created Benchmark	11		District Created Benchmark	12		13		
Closing the Gaps	Focus 1	Academic Growth Status	10th	Current-&-Monitored-Y1toY4-ELL	ELA	N/A	ELA	N/A	69	63	96	District Created Benchmark	64		District Created Benchmark	65		66	
	Focus 2	Academic Growth Status	10th	Special Ed	ELA	N/A	ELA	N/A	47	56	89	District Created Benchmark	59		District Created Benchmark	60		61	
	Focus 3	School Quality/College & Career Readiness	12th	African American	CCMR	N/A	CCMR	N/A	27	27	31	District Created Benchmark	31		District Created Benchmark	32		33	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	1283	Did Not Meet	58	57		55		53	
					Approaches	42	43		45		47	
					Meets	22	23		24		26	
					Masters	2	2		3		4	
	Math	All	STAAR	233	Did Not Meet	65	62		58		55	
					Approaches	35	38		42		45	
					Meets	8	9		11		12	
					Masters	2	2		3		4	

**Beaumont Independent School District  
Paul A. Brown Alternative Center - TIP  
2022-2023 Targeted Improvement Plan**



**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Shannon Allen  
Dr. Kandiest Brock

**Principal:** Dr. Calvin Rice  
**ESC Case Manager:** Bridget Kirby  
**ESC Region:** 5

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Kandiest Brock

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Lance Campbell

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Dr. Calvin Rice

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# Data Analysis

## Student Achievement

### What accountability goal has your campus set for this year?

By the end of the 2022-23 School year, we will increase our over all percentage for STAAR Performance by 10% points, from 51% to 61. We will accomplish this goal by increasing our scores by 5-10 pts for App/Meets/Masters (See Below). The Leadership Team has chosen this goals relative to the 2022 accountability rating. Under the Student Achievement Domain, Paul Brown received a "C" for both CCMR and Graduation Rate. Because we are a alternative placement for credit recovery it would not be ideal for us to focus or set a goal for the graduation rate. Also, we have limited opportunities to increase the CCMR. Therefore, we would benefit best by focusing on Effective Instruction and the use of High Quality Materials, while increasing STAAR performance.

Reading: Approaches 30%, Meets 8% & Masters 5%

Mathematics: Approaches 46%, 9% & Masters 5%

## School Progress

### What accountability goal has your campus set for this year?

The Paul Brown Learning Center is currently "not rated" in this domain as a result of its identification as an alternative education program.

## Closing the Gaps

### What accountability goal has your campus set for this year?

If we prioritize achieving our targets for our Academic Achievement in ELA for African American, Economically Disadvantaged and Continuously Enrolled, we will achieve two targets. Additionally, we will focus on academic achievement in Mathematics for African Americans. Setting a goal to achieve 3 more indicators in Domain 3 will help us achieve at least a D letter grade in this Domain and increase our campus performance. In Summary, we will achieve the goals for the following groups:

4 out of 5 – Academic Achievement

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

Our student population struggled accross the board in Algebra and English 1 & 2. However, prioritizing our African American & Economicall disadvantaged students in English 1 & 2 will provide us a greater opportunity for growth in domain I.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

Our student population struggled accross the board in Algebra and English 1 & 2. However, prioritizing our African American & Economically disadvantaged students will provide us a greater opportunity for growth in domain I.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Partial Implementation**

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Partial Implementation**

**Key Practices:** The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates. • Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals. • Campus leaders implement targeted and personalized strategies to retain staff, particularly high-performing staff.

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Partial Implementation**

**Key Practices:** Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Planning for Implementation**

**Key Practices:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Partial Implementation**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Beginning Implementation**

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:**

**1. Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Planning for Implementation

**Key Practices:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Rationale:** Based on 2022 STAAR data, we scored 54% in overall student achievement--Meets: 2% ELAR; 1% Math; 0% Biology; and 1% in Social Studies. It is evident that teachers are not providing the instruction needed to facilitate students performance at "Meets". If teachers are provided training on the planning and use of high quality materials aligned to assessment, student achievement will increase in Math, Reading, Biology and US History for "Meets".

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Engaging with the Districts Office of Innovation will help us ensure our lesson plans and assessments are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. The Office of Innovation will provide face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leader to better coach and support teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities in one of our regularly scheduled General Staff Meetings. We will revisit our focus on effective classroom and instructional strategies at subsequent staff meetings and engage in reflective conversations and step-backs on our progress periodically. Our students will be made aware of our focus on excellent teaching through our motto of Next Level thinking; Next Level Success. We will meet individually with students and set SMART goals for success. We will create buy-in by frequently gathering feedback from staff and students on our focus areas and progress/challenges in our mid-year and end of year surveys. We will monitor and make adjustments as needed to maintain buy-in.

**Desired Annual Outcome:** By the end of the 2022-23 School year, 100% of teachers will be able to use high quality materials that are aligned to STAAR assessments to deliver instruction that will increase students STAAR scores in the areas of "Meets" and "Masters" by 10% for all tested subjects.

**District Commitment Theory of Action:** The district, through the Office of Innovation, will provide the campus with standards-aligned, high quality instructional materials for an accelerated campus that include the unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

**Desired 90-day Outcome:** By the end of November, 50% of teachers will be trained on the use of high-quality materials, including by not limited to leveled daily lessons, instructional units, interim assessments and a scope and sequence.

**District Actions:** If the District provides ongoing support on instructional materials alignment and use of data-driven instruction, observation and feedback, then the Campus Leadership Team and teachers will increase their capacity to support all learners in an alternative setting and close gaps among subgroups.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The staff consists of retired teachers who have returned to work who will need increased capacity so that they be able to lift the task of lesson internalization, lesson alignment and other instructional practices that may be a challenge.	None	ELA - 20% of Paul Brown students were Approaching Basic, 3% in Meets and 0% in Masters. Math - 36% of Paul Brown students were Approaching Basic, 4% Meets, and 0% Masters. Lesson internalization is a foundational component we need in order to implement high quality instructional materials.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Utilize PLCs in EOC content areas to train on the lesson internalization protocol focusing on backwards design to assist new teachers with unpacking the standards and creating ways for students to show their comprehension and understanding at the level and Rigor of the Standard. ELA (Text focus, task and text connection, student discourse and student's doing the work (Math) Level of Rigor, making the math clear, students doing the lift. Also, using the data to differentiate and scaffold for struggling learners and those needed learning acceleration.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agendas, lesson plan feedback, student work samples and student data</p> <p><b>Person(s) Responsible:</b> Principal, Office of Innovation, Dropout Prevention Coordinator, and District Content Supervisors</p> <p><b>Resources Needed:</b> Accelerated scope and sequence, review and training on resources, technology (panels, calculators)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 12, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 25, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> The Campus Principal will secure training for teachers on using curriculum resources , Sirius STAAR Intervention materials, and the Mind Play intervention platform to support and address academic learning gaps and classroom instructional delivery and to provide interventions and small group support to students in reading and math.</p> <p><b>Evidence Used to Determine Progress:</b> Intervention groups, student work samples, teacher surveys, and feedback</p> <p><b>Person(s) Responsible:</b> Principal, Content Supervisors, Mentoring Minds support staff</p> <p><b>Resources Needed:</b> Mind Play licenses, intervention schedule, intervention plans, tracking tool</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 12, 2022 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> November 25, 2022</p> <p><b>Funding Sources:</b> Training - 6200-Professional and contracted services - \$2,500</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> The Principal will order and secure training for all classrooms 15 presentation panels, calculators, and calculator systems and train teachers on utilizing technology and technology tools to enhance instruction and increase student motivation and engagement.</p> <p><b>Evidence Used to Determine Progress:</b> Installation , training, and use of panels to deliver high quality instructional materials.</p> <p><b>Person(s) Responsible:</b> Principal , District Title I Director , Curriculum and Instruction, District Technology team</p> <p><b>Resources Needed:</b> Presentation Panels, teacher training, calculators</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> - 6300-Supplies and materials - \$15,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Partner with Lamar Institute of Technology to offer students at Paul Brown access to CTE courses in Welding, HVAC, and Real Estate.</p> <p><b>Evidence Used to Determine Progress:</b> Student schedules, meetings with the LIT program director and instructors, student attendance and grades in the courses, tutoring and study skills progress reports with guidance counselor and Dropout Prevention Coordinator, Wellness Coordinator visits to classes by CLT, parent progress meetings.</p> <p><b>Person(s) Responsible:</b> Principal, Guidance Counselor, Dropout Prevention Coordinator, Wellness Coordinators</p> <p><b>Resources Needed:</b> Calendar, Guidance Counselor, Wellness Coordinator and Dropout Prevention Coordinator schedule and weekly communications and updates</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 5, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

#### **Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** It is evident that the campus has not regularly engaged the data analysis process with fidelity. While the principal has reviewed summative data, opportunities have not been made available for teachers to engage the data analysis process as a result the absence of an accelerated curriculum that aligns instruction and assessment. On last year, an accelerated curriculum was made available and now teachers, along with the principal, can plan assessments, use exit tickets through lesson alignment and participate in data driven activities. If teachers are able to provide instruction and assess students progress on the student expectations, students will have a greater opportunity for success; thus, increasing possible to success on the STAAR.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Engaging with the Districts Office of Innovation will help ensure data-driven process is taking place through coaching and monitoring of assessment calendars, Lesson Alignment, execution of exit tickets, and execution of data meetings. The Office of Innovation will provide face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leader to better coach and support teachers on the implementation of a viable data driven process.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities as it relates to data driven practice by providing training in one of our regularly scheduled General Staff Meetings and providing continuous support in the PLC format. We will monitor lesson plans and exit tickets and provide feedback to ensure consistent buy-in. We will meet individually with students and set SMART goals for success and show them how to monitor their progress. We will continue to create buy-in by using data to promote rewards for students and staff who are performing well. We will monitor and make adjustments as needed.

**Desired Annual Outcome:** By the end of the 2022-23 School year, DDI, students work, exit tickets, and aggressive monitoring will be established and used by 100% of teachers so that student scores STAAR scores in the areas of "Meets" and "Masters" will increase by 10% for all test subjects.

**District Commitment Theory of Action:** The district ensures that campus staff receives initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback and instructional materials alignment and use, data-driven instruction, and observation and feedback).

**Desired 90-day Outcome:** By November of 2022, 50% of teachers will be trained on the use of data driven instruction process (Data Driven Instruction 2.0) to inform intervention groups and targeted instruction at the level of rigor needed to close learning gaps, as measured by participation counts taken from sign-in sheets.

**District Actions:** If the District will provide effective MTSS systems for identifying and supporting struggling learners, then principals and teachers will build their capacity to track and monitor the progress of all students and provide evidence based feedback to teachers.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teacher training in math strategies and the use of technology tools to support and address student learning gaps.	None	38% of students at Paul Brown received Approaching Basic in math with 0% scoring meets or masters

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The principal will secure training for teachers on Data Driven Instruction and establish an assessment calendar aligned with Accelerated Instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Data Driven Instruction tool, teacher work samples, intervention list, and feedback on lesson plans , small group</p> <p><b>Person(s) Responsible:</b> Principal, Professional Development Coordinator</p> <p><b>Resources Needed:</b> Training schedule, agenda, DDI folder,</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Calendar teacher training and monthly MTSS meetings with the MTSS coordinator, Dropout Prevention Coordinator, Guidance Counselor, and Wellness Coordinator.</p> <p><b>Evidence Used to Determine Progress:</b> Calendar, meeting agendas, student tracking and support document, and progress reports</p> <p><b>Person(s) Responsible:</b> Principal, MTSS coordinator, Dropout Prevention Coordinator, Wellness Coordinator</p> <p><b>Resources Needed:</b> Student Tracking Tool, PLC schedule</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> - 6100-Payroll - \$3,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Calendar and Conduct student goal setting meetings</p> <p><b>Evidence Used to Determine Progress:</b> Calendar, student goal sheets, progress monitoring</p> <p><b>Person(s) Responsible:</b> Principal, teachers, guidance counselor, Dropout Prevention Coordinator, ELL, Dyslexia, SPED</p> <p><b>Resources Needed:</b> Calendar, student goal sheets, progress monitoring tool, student incentives</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Planning for Implementation

**Key Practices:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Rationale:** Based on 2022 STAAR data, we scored 54% in overall student achievement--Meets: 2% ELAR; 1% Math; 0% Biology; and 1% in Social Studies. It is evident that teachers are not providing the instruction needed to facilitate students performance at "Meets". If teachers are provided training on the planning and use of high quality materials aligned to assessment, student achievement will increase in Math, Reading, Biology and US History for "Meets".

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Engaging with the Districts Office of Innovation will help us ensure our lesson plans and assessments are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. The Office of Innovation will provide face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leader to better coach and support teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities in one of our regularly scheduled General Staff Meetings. We will revisit our focus on effective classroom and instructional strategies at subsequent staff meetings and engage in reflective conversations and step-backs on our progress periodically. Our students will be made aware of our focus on excellent teaching through our motto of Next Level thinking; Next Level Success. We will meet individually with students and set SMART goals for success. We will create buy-in by frequently gathering feedback from staff and students on our focus areas and progress/challenges in our mid-year and end of year surveys. We will monitor and make adjustments as needed to maintain buy-in.

**Desired Annual Outcome:** By the end of the 2022-23 School year, 100% of teachers will be able to use high quality materials that are aligned to STAAR assessments to deliver instruction that will increase students STAAR scores in the areas of "Meets" and "Masters" by 10% for all tested subjects.

**District Commitment Theory of Action:** The district, through the Office of Innovation, will provide the campus with standards-aligned, high quality instructional materials for an accelerated campus that include the unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

**Desired 90-day Outcome:** By the end of February 2023, 60% of teachers will be trained on the use of high-quality materials, including but not limited to leveled daily lessons, instructional units, interim assessments and a scope and sequence.

**District Actions:** If the District provides ongoing support on instructional materials alignment and use of data-driven instruction, observation and feedback, then the Campus Leadership Team and teachers will increase their capacity to support all learners in an alternative setting and close gaps among subgroups.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** It is evident that the campus has not regularly engaged the data analysis process with fidelity. While the principal has reviewed summative data, opportunities have not been made available for teachers to engage the data analysis process as a result the absence of an accelerated curriculum that aligns instruction and assessment. On last year, an accelerated curriculum was made available and now teachers, along with the principal, can plan assessments, use exit tickets through lesson alignment and participate in data driven activities. If teachers are able to provide instruction and assess students progress on the student expectations, students will have a greater opportunity for success; thus, increasing possible to success on the STAAR.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Engaging with the Districts Office of Innovation will help ensure data-driven process is taking place through coaching and monitoring of assessment calendars, Lesson Alignment, execution of exit tickets, and execution of data meetings. The Office of Innovation will provide face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leader to better coach and support teachers on the implementation of a viable data driven process.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities as it relates to data driven practice by providing training in one of our regularly scheduled General Staff Meetings and providing continuous support in the PLC format. We will monitor lesson plans and exit tickets and provide feedback to ensure consistent buy-in. We will meet individually with students and set SMART goals for success and show them how to monitor their progress. We will continue to create buy-in by using data to promote rewards for students and staff who are performing well. We will monitor and make adjustments as needed.

**Desired Annual Outcome:** By the end of the 2022-23 School year, DDI, students work, exit tickets, and aggressive monitoring will be established and used by 100% of teachers so that student scores STAAR scores in the areas of "Meets" and "Masters" will increase by 10% for all test subjects.

**District Commitment Theory of Action:** The district ensures that campus staff receives initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback and instructional materials alignment and use, data-driven instruction, and observation and feedback).

**Desired 90-day Outcome:** By February of 2023, 60% of teachers will be trained on the use of data driven instruction process (Data Driven Instruction 2.0) to inform intervention groups and targeted instruction at the level of rigor needed to close learning gaps, as measured by participation counts taken from sign-in sheets.

**District Actions:** If the District will provide effective MTSS systems for identifying and supporting struggling learners, then principals and teachers will build their capacity to track and monitor the progress of all students and provide evidence based feedback to teachers.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:**

#### 1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

**Implementation Level:** Planning for Implementation

**Key Practices:** Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Rationale:** Based on 2022 STAAR data, we scored 54% in overall student achievement--Meets: 2% ELAR; 1% Math; 0% Biology; and 1% in Social Studies. It is evident that teachers are not providing the instruction needed to facilitate students performance at "Meets". If teachers are provided training on the planning and use of high quality materials aligned to assessment, student achievement will increase in Math, Reading, Biology and US History for "Meets".

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Engaging with the Districts Office of Innovation will help us ensure our lesson plans and assessments are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. The Office of Innovation will provide face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leader to better coach and support teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities in one of our regularly scheduled General Staff Meetings. We will revisit our focus on effective classroom and instructional strategies at subsequent staff meetings and engage in reflective conversations and step-backs on our progress periodically. Our students will be made aware of our focus on excellent teaching through our motto of Next Level thinking; Next Level Success. We will meet individually with students and set SMART goals for success. We will create buy-in by frequently gathering feedback from staff and students on our focus areas and progress/challenges in our mid-year and end of year surveys. We will monitor and make adjustments as needed to maintain buy-in.

**Desired Annual Outcome:** By the end of the 2022-23 School year, 100% of teachers will be able to use high quality materials that are aligned to STAAR assessments to deliver instruction that will increase students STAAR scores in the areas of "Meets" and "Masters" by 10% for all tested subjects.

**District Commitment Theory of Action:** The district, through the Office of Innovation, will provide the campus with standards-aligned, high quality instructional materials for an accelerated campus that include the unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

**Desired 90-day Outcome:** By the end of May 2023, 75% of teachers will be able to utilized high quality materials, including but not limited to leveled daily lessons, instructional units, interim assessments and a scope and sequence, to support student learning as identified by artifacts from Lesson Plans, assessments and exit ticket tracking.

**District Actions:** The district, through the Office of Innovation, will provide the campus with standards-aligned, high quality instructional materials for an accelerated campus that include the unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** It is evident that the campus has not regularly engaged the data analysis process with fidelity. While the principal has reviewed summative data, opportunities have not been made available for teachers to engage the data analysis process as a result the absence of an accelerated curriculum that aligns instruction and assessment. On last year, an accelerated curriculum was made available and now teachers, along with the principal, can plan assessments, use exit tickets through lesson alignment and participate in data driven activities. If teachers are able to provide instruction and assess students progress on the student expectations, students will have a greater opportunity for success; thus, increasing possible to success on the STAAR.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Engaging with the Districts Office of Innovation will help ensure data-driven process is taking place through coaching and monitoring of assessment calendars, Lesson Alignment, execution of exit tickets, and execution of data meetings. The Office of Innovation will provide face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leader to better coach and support teachers on the implementation of a viable data driven process.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities as it relates to data driven practice by providing training in one of our regularly scheduled General Staff Meetings and providing continuous support in the PLC format. We will monitor lesson plans and exit tickets and provide feedback to ensure consistent buy-in. We will meet individually with students and set SMART goals for success and show them how to monitor their progress. We will continue to create buy-in by using data to promote rewards for students and staff who are performing well. We will monitor and make adjustments as needed.

**Desired Annual Outcome:** By the end of the 2022-23 School year, DDI, students work, exit tickets, and aggressive monitoring will be established and used by 100% of teachers so that student scores STAAR scores in the areas of "Meets" and "Masters" will increase by 10% for all test subjects.

**District Commitment Theory of Action:** The district ensures that campus staff receives initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback and instructional materials alignment and use, data-driven instruction, and observation and feedback).

**Desired 90-day Outcome:** By the end of May 2023, 75% of teachers will be able to use the DDI process to inform instructional decisions and practices as indicated in artifacts from at least 3 data driven PLCs

**District Actions:** The district ensures that campus staff receives initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback and instructional materials alignment and use, data-driven instruction, and observation and feedback).

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	2			\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Budget Object Code Amount</b>					\$5,000.00
<b>+/- Difference</b>					\$2,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	Training		\$2,500.00
<b>Sub-Total</b>					\$2,500.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$7,500.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3			\$15,000.00
<b>Sub-Total</b>					\$15,000.00
<b>Budgeted Budget Object Code Amount</b>					\$15,700.00
<b>+/- Difference</b>					\$700.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$3,000.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$5,000.00

Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				+/- Difference	\$5,000.00
				Grand Total Budgeted	\$38,700.00
				Grand Total Spent	\$20,500.00
				+/- Difference	\$18,200.00

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	102	20	20	N/A	Other	23		Released STAAR	27		30	
			All	All	Reading	Meets	STAAR	102	3	3	N/A	Other	1		Released STAAR	2		8	
			All	All	Reading	Masters	STAAR	102	0	0	N/A	Other	1		Released STAAR	1		5	
			All	All	Mathematics	Approaches	STAAR	33	19	36	N/A	Other	39		Released STAAR	43		46	
			All	All	Mathematics	Meets	STAAR	33	0	4	N/A	Other	2		Released STAAR	4		9	
			All	All	Mathematics	Masters	STAAR	33	0	0	N/A	Other	1		Released STAAR	1		5	
			All	All	Science	Approaches	STAAR	37	25	38	N/A	Other	25		Released STAAR	35		48	
			All	All	Science	Meets	STAAR	37	4	0	N/A	Other	2		Released STAAR	3		5	
			All	All	Science	Masters	STAAR	37	0	0	N/A	Other	1		Released STAAR	1		2	
			All	All	Social Studies	Approaches	STAAR	51	31	33	N/A	Other	25		Released STAAR	35		43	
			All	All	Social Studies	Meets	STAAR	51	0	3	N/A	Other	2		Released STAAR	3		5	
			All	All	Social Studies	Masters	STAAR	51	0	0	N/A	Other	1		Released STAAR	1		2	
Closing the Gaps	Focus 1	Academic Achievement	All	African American	ELA	N/A	ELA	N/A	76	2	92	Released STAAR	10		Released STAAR	20		32	
	Focus 2	Student Success Status/STAAR	All	African American	ELA	N/A	ELA	N/A	77	26	95	Released STAAR	31		Released STAAR	36		36	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	102	Did Not Meet	80	75		73		70	
					Approaches	20	23		27		30	
					Meets	3	1		2		5	
					Masters	0	1		1		2	
	Math	All	STAAR	33	Did Not Meet	64	59		57		54	
					Approaches	36	39		43		46	
					Meets	4	2		4		7	
					Masters	0	1		1		2	



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.D.1.**

**Agenda Item Title:** Update on Personnel Activities

**Cabinet Level Presenter(s):** Derwin Samuels, Jr., Executive Director of Human Resources

**Additional Presenter(s):** N/A

**Executive Summary:** Attached is a listing of newly hired and separated employees for October 2022

**Recommendation:** Informational Item Only

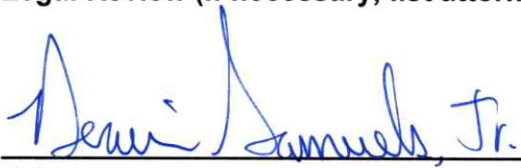
**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
Cabinet Level Presenter's Signature

  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**New Employee Assignment Report**  
**Hiring Date Range: 10-01-22 through 10-31-2022**

<b>Campus/Department</b>	<b>Assignment</b>	<b>Employee Name</b>	<b>Start Date</b>
<b>ELEMENTARY SCHOOLS</b>			
Amelia Elementary School	Teacher Elementary School	Tia Alix	10/04/2022
Amelia Elementary School	Tutor-Learning Loss Retiree	Laura Grimes	10/19/2022
Bingman Pre K	Head Start Aide	Crystal Gatlin	10/24/2022
Bingman Pre K	Head Start Aide	Teyonna Whittlely	10/18/2022
Caldwood Elementary School	Teacher Elementary School	Vickie Bottoms	10/11/2022
Caldwood Elementary School	Tutor-Learning Loss Retiree	Nancy Larzo	10/05/2022
Charlton-Pollard Elementary	ROAR Liaison	Christina Bell	10/26/2022
Charlton-Pollard Elementary	Teacher Elementary School	Melissa Hadnot	10/12/2022
Guess Elementary School	Teacher Elementary School	Brandon Garrett	10/31/2022
Guess Elementary School	Teacher Elementary School	Veronica Parker	10/18/2022
Guess Elementary School	Teacher Elementary School	Richelle Terry	10/3/2022
Lucas Pre K	District Aide	Christiana Joubert	10/3/2022
Lucas Pre K	Secretary Principal	Estefanny Aguilar	10/31/2022
Lucas Pre K	Title I Aide	Erica Day	10/3/2022
Pietzsch Elementary School	Librarian	Rosalyn Antoine	10/10/2022
Pietzsch Elementary School	Teacher Elementary School	Paula Granger	10/10/2022
Pietzsch Elementary School	Teacher Elementary School	Lakendra Patrick	10/17/2022
Pietzsch Elementary School	Teacher Elementary School	Wisley Rait	10/26/2022
Regina Elementary School	District Aide	Abrian Bonds	10/18/2022
Regina Elementary School	Physical Education Aide	Joy Wright	10/3/2022
Regina Elementary School	Special Education Aide	Valerie Singa-Ward	10/17/2022

<b>Campus/Department</b>	<b>Assignment</b>	<b>Employee Name</b>	<b>Start Date</b>
<b>MIDDLE SCHOOL</b>			
Odom Middle School Academy	Clerk Assistant Principal	Ashley Spears	10/10/2022
Odom Middle School Academy	Teacher Middle School	Melinda Woods	10/18/2022
Smith Middle School	Teacher Middle School	Gemma Langcaoun	10/26/2022
Vincent Middle School	Teacher Choir Director	Marlene Munoz	10/24/2022
Vincent Middle School	Teacher Middle School	Amy Brennan	10/12/2022

Campus/Department	Assignment	Employee Name	Start Date
<b>HIGH SCHOOL</b>			
Beaumont United High School	Campus Support Specialist	Julius Rattler	10/24/2022
Beaumont United High School	Parent/School Liaison	Kenya Johnson	10/24/2022
Beaumont United High School	Special Education Aide	Felisa Thomas	10/31/2022
Beaumont United High School	Teacher High School	Derrick Harris	10/10/2022
Beaumont United High School	Teacher High School	Delesia Nolan	10/24/2022
Beaumont United High School	Teacher High School	Stacey Smith	10/31/2022
Beaumont United High School	Teacher High School	Tiffany Sterling	10/18/2022
Beaumont United High School	Teacher High School	Willie Williams	10/17/2022
Beaumont United High School	Teacher ROTC	Michael Triplett	10/10/2022
Career Center	Teacher High School	Brittany LaFleur-Richmond	10/10/2022
Minnie Rogers Juvenile Detention	District Clerk	Cathceola Jones	10/03/2022
Pathways	Teacher Secondary ISS	Hany Abdelmalek	10/25/2022
Pathways	Tutor-Learning Loss Retiree	Sharon Mansfield	10/05/2022
West Brook High School	Assistant Principal Ninth Grade	Charlotte Conner	10/24/2022
West Brook High School	Campus Support Specialist	Faith Jackson	10/26/2022
West Brook High School	Campus Support Specialist	Toney Jones	10/31/2022
West Brook High School	Classroom Facilitator	Wanda Price	10/5/2022
West Brook High School	Teacher High School	Aliyah Merrills	10/31/2022
West Brook High School	Teacher High School	Kevin Roebuck	10/3/2022
West Brook High School	Teacher High School	Shuvradeb Srijon	10/3/2022
West Brook High School	Teacher ROTC	Douglas Dawson	10/3/2022

Campus/Department	Assignment	Employee Name	Start Date
<b>CUSTODIAL SERVICES</b>			
Custodial Services	Custodian-200 Days	Shamica McDonald	10/26/2022
Custodial Services	Custodian-200 Days	Trewoyn Owens	10/12/2022
Custodial Services	Head Assistant Custodian	Larry Johnson	10/11/2022
Custodial Services	Head Assistant Custodian	Geturemae Nwarisi	10/31/2022
Custodial Services	Head Custodian	Kheriana Keller	10/24/2022
Grounds	Groundsman	Danyale Cormier	10/11/2022

Campus/Department	Assignment	Employee Name	Start Date
<b>FOOD AND NUTRITION</b>			
Food and Nutrition Service	Food Service Worker- 6 Hours	Latoya Patterson	10/11/2022
Food and Nutrition Service	Food Service Worker-6 Hours	Alicia Pleasant	10/19/2022

Campus/Department	Assignment	Employee Name	Start Date
<b>HEALTH SERVICES</b>			
Health Services	Nurse Aide	Kelly Morgan	10/3/2022

Campus/Department	Assignment	Employee Name	Start Date
<b>INFORMATION TECHNOLOGY</b>			
Information Technology	Technology Support Specialist I	Jamie Bennett	10/3/2022

Campus/Department	Assignment	Employee Name	Start Date
<b>POLICE DEPARTMENT</b>			
Police Department	School Crossing Guard	Peter Boutte	10/31/2022
Police Department	School Crossing Guard	Denver Morris	10/10/2022

Campus/Department	Assignment	Employee Name	Start Date
<b>SPECIAL EDUCATION</b>			
Special Education	Clerk Special Education	Hallie Jones	10/24/2022
Special Education	Clerk Special Education	Crystal Valle	10/31/2022

Campus/Department	Assignment	Employee Name	Start Date
<b>TRANSPORTATION</b>			
Bus Driver	Transportation Bus Driver	Tyeka Richard	10/31/2022
Transportation Bus Attendants	Transportation Bus Attendant	Evelyn Davis	10/31/2022
Transportation Bus Attendant	Transportation Bus Attendant	Sammie Spiller	10/3/2022
Transportation Bus Attendant	Transportation Bus Attendant	Tiara Watson	10/24/2022
Mechanic Shop	Transportation Mechanic	Adrian Moreno	10/28/2022
Mechanic Shop	Transportation Utility Worker	Joshua Bussinger	10/11/2022

**EMPLOYEE SEPARATION  
REPORT****Separation Date Range: 10-01-2022 through 10-31-2022**

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>ELEMENTARY SCHOOL</b>				
Amelia Elementary School-101	Teacher- Reading Coach	10/05/2022	Meguess, Elzadia	Resign
Bingman Pre K-132	Part Time Paraprofessional	10/11/2022	Daigle, Caponia	Resign
Bingman Pre K-132	Part Time Paraprofessional	10/18/2022	Culbreath, Katriciaia	Resign
Bingman Pre K-132	Part Time Paraprofessional	10/18/2022	Thomas, Hattie	Resign
Caldwood Elementary School-104	Teacher Elementary School	10/12/2022	Pitre, Diamond	Resign
Fletcher Elementary School-110	Special Education Aide	10/7/2022	Bailey, Tamia	Termination
Guess Elementary School-112	Secretary Principal	10/7/2022	Kimbrough, Pamela	Resign
Jones-Clark School-129	PLA-Instructional Interventionist	10/26/2022	Crook, Alana	Resign
Lucas Pre K-133	Secretary Principal	10/28/2022	Rodriguez, Schemika	Resign
Lucas Pre K-133	Teacher Elementary School	10/31/2022	Zimmerman, Tamara	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>MIDDLE SCHOOL</b>				
Odom Middle School Academy-047	Teacher Middle School	10/12/2022	Cakmaktas, Sara	Resign
Vincent Middle School-048	Teacher Middle School	10/28/2022	Crespo, Molly	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>HIGH SCHOOL</b>				
Beaumont ISD Early College HS-013	Campus PEIMS Data Clerk	10/11/2022	Cuellar Mendez, Angelica	Resign
Beaumont United High School-014	Teacher High School	10/17/2022	Akers, Joseph	Resign
West Brook High School-008	Campus Support Specialist	10/20/2022	Chavez-Guerrero, Megean	Resign
West Brook High School-008	District Aide	10/25/2022	Hunter, Kye	Resign
West Brook High School-008	Teacher High School	10/10/2022	Ybarra, Christopher	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>FOOD AND NUTRITION SERVICES</b>				
Food and Nutrition Service-833	Food Service Worker-5 Hours	10/18/2022	Arias Banda, Francisca	Resign
Food and Nutrition Service-833	Food Service Worker-6 Hours	10/26/2022	Guillory, Julita	Termination
Food and Nutrition Service-833	Food Service Worker- 8 Hours	10/12/2022	Chaisson, Meghan	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>MAINTENANCE</b>				
Custodial Services-513	Custodian	10/14/2022	Henry, Zelvin	Resign
Custodial Services-513	Custodian	10/17/2022	Powell, Charles	Termination
Custodial Services-513	Custodian	10/26/2022	Batiste, Ebonnie	Resign
Custodial Services-513	Custodian	10/28/2022	Coleman, Shandrica	Resign
Custodial Services-513	Custodian	10/28/2022	Hennigan, Jazmine	Termination
Custodial Services-513	Custodian-200 Days	10/12/2022	Gray Jr, Leon	Termination
Custodial Services-513	Custodian-200 Days	10/12/2022	Lastice, Ronald	Termination
Custodial Services-513	Head Assistant Custodian	10/11/2022	Allen, Jakarin	Resign
Summer/Temp Cleaning-513	Temporary Cleaning Crew	10/12/2022	Gray Jr, Leon	Termination

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>MEMORIAL STADIUM</b>				
Memorial Stadium-901	Part Time Game Worker	10/4/2022	Johnson, Reginald	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>POLICE DEPARTMENT</b>				
Police Department-510	Police Officer	10/13/2022	Smith, Justin	Resign
Police Department-510	School Crossing Guard	10/5/2022	Sampson, Richard	Termination

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>SPECIAL EDUCATION-814</b>				
Special Education-814	ARD Facilitator	10/7/2022	Rand, Amanda	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
<b>TRANSPORTATION</b>				
Bus Driver-531	Transportation Bus Driver	10/10/2022	James, Tara	Resign
Bus Driver-531	Transportation Bus Driver	10/24/2022	Berry, Grayland	Termination
Transportation-920	Clerk Transportation	10/14/2022	Victoria, Crystal	Resign



**Tax Collection Report**  
*October 31, 2022*

	<b>Taxes Collected</b>			
	<b>10/31/22</b>		<b>10/31/21</b>	
	M & O	I & S	M & O	I & S
Current	1,202,657.02	334,252.95	1,299,749.82	361,238.58
Delinquent	218,894.59	55,571.64	126,620.64	32,115.06
Penalties & Interest	127,207.04	27,892.41	58,560.99	13,738.77
<b>Totals</b>	<b>1,548,758.65</b>	<b>417,717.00</b>	<b>1,484,931.45</b>	<b>407,092.41</b>

<b>Current Taxes</b>			
<b>Tax Levy</b>	<b>Collections for 10/31/2022</b>	<b>YTD Current Collections</b>	<b>Collected Percentage</b>
151,123,958.17	1,536,909.97	1,536,909.97	1.02%

<b>Two Year Comparison</b>	
<b>Current Year as of 10/31/2022</b>	<b>Prior Year as of 10/31/2021</b>
1.02%	1.21%

**AGENDA:**  
November 17, 2022



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.D.3.**

**Agenda Item Title:** Report – General Fund Summary

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):**

**Executive Summary:** N/A

**Recommendation:** N/A

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/17/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

BEAUMONT INDEPENDENT SCHOOL DISTRICT  
GENERAL FUND

Budget vs. Expenditures  
October 31, 2022

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
<b>REVENUES</b>					
Property Tax Collection (including delinquencies)	111,152,658	1,548,759	2,218,585	-	108,934,073
Sources of Misc Income (Foreign Trade Zone, Athletics...)	13,933,437	122,856	1,097,073	-	12,836,364
State Program Revenues	39,437,743	589,053	10,702,852	-	28,734,891
Federal Program Revenues	7,854,174	75,605	719,338	-	7,134,836
Other Financing Sources	300,000	1,222,801	1,228,362	-	(928,362)
<b>Total Revenues</b>	<b>172,678,012</b>	<b>3,559,074</b>	<b>15,966,210</b>	<b>-</b>	<b>156,711,802</b>
<b>EXPENDITURES</b>					
11 Classroom	86,976,321	8,302,004	25,953,565	355,477	60,667,278
12 Library	1,377,985	96,256	328,334	26,926	1,022,725
13 Staff Development	694,353	31,250	101,695	47,393	545,265
21 Asst Sups, Directors, Supervisors, Curriculum Coordinators	3,481,250	257,823	1,078,102	41,398	2,361,750
23 Principal, Asst. Principals, Office Clerical	10,447,036	900,646	3,312,684	64,213	7,070,139
31 Counselors	6,303,866	563,904	2,113,308	93,714	4,096,844
32 Social Workers	297,374	16,947	65,468	-	231,906
33 Nurses	1,911,928	190,213	615,310	4,867	1,291,751
34 Transportation	5,652,865	637,020	1,691,761	676,887	3,284,217
36 Extracurricular	5,962,423	448,867	1,991,762	421,405	3,549,257
41 Administration	7,261,520	447,720	2,333,302	380,639	4,547,579
51 Maintenance and Utilites	33,958,046	2,049,210	8,589,247	5,900,349	19,468,450
52 Police and Monitoring Services	6,421,056	332,947	1,109,011	819,721	4,492,324
53 Data Processing Personnel	3,004,104	164,226	1,218,892	630,398	1,154,814
61 Parent involmnet Liaisons, Day Car Workers	201,990	5,833	10,217	740	191,033
71 Debt Service	1,114,965	-	1,114,964	-	1
93 Fiscal Agent - Shared Service for Deaf Program	352,950	-	-	-	352,950
95 Juvenile Justice Alternative Ed Program	161,860	-	-	-	161,860
99 Other Intergovernmental Charges	2,103,765	-	366,098	-	1,737,667
<b>Total Expenditures</b>	<b>177,685,657</b>	<b>14,444,866</b>	<b>51,993,720</b>	<b>9,464,127</b>	<b>116,227,810</b>
<b>Net increase (decrease)</b>	<b>(5,007,645)</b>				<b>40,483,992</b>



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.D.4.**

**Agenda Item Title:** Report – Campus Activity Funds and Donations

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):**

**Executive Summary:** N/A

**Recommendation:** N/A

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/7/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**CAMPUS ACTIVITY FUND  
EXPLANATION OF AMENDMENTS  
OCTOBER 2022**

<b>West Brook High School</b>	<b>\$ 32,687.00</b>
<b>Explanation:</b> Car Registrations, Chromebook Fees, AP Fees, Cell Phone Fines, Library Fines, Commissions/Vending Machines	
<b>Beaumont United High School</b>	<b>\$ 10,713.00</b>
<b>Explanation:</b> Car Registrations, AP Fees, Chromebook Fees, Cell Phone Fines, Commissions/Vending Machines, Transcript Fees	
<b>Smith Middle School</b>	<b>\$ 1,309.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Cell Phone Fines, Chromebook Fees	
<b>King Middle School</b>	<b>\$ 30.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Marshall Middle School</b>	<b>\$ 4,439.00</b>
<b>Explanation:</b> Cell Phone Fines, Gym Suits, LED Signs, Chromebook Fees, Yearbooks	
<b>Odom Academy</b>	<b>\$ 2,915.00</b>
<b>Explanation:</b> Cell Phone Fines, Chromebook Fees	
<b>Vincent Middle School</b>	<b>\$ 877.00</b>
<b>Explanation:</b> Chromebook Fees, ID Fines	
<b>Amelia Elementary</b>	<b>\$ 1,810.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Caldwood Elementary</b>	<b>\$ 1,452.00</b>
<b>Explanation:</b> Library Fines, Chromebook Fees	
<b>Curtis Elementary</b>	<b>\$ 97.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Fletcher Elementary</b>	<b>\$ 6,322.00</b>
<b>Explanation:</b> Fundraiser Proceeds	
<b>Guess Elementary</b>	<b>\$ 1,194.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Regina Howell Elementary</b>	<b>\$ 27,325.00</b>
<b>Explanation:</b> Chromebook Fees, Fundraiser Proceeds	
<b>Homer Drive Elementary</b>	<b>\$ 620.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Pietzsch Elementary</b>	<b>\$ 4,824.00</b>
<b>Explanation:</b> Chromebook Fees, Library Fines, Fundraiser Proceeds	
<b>Dishman Elementary</b>	<b>\$ 552.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Chromebook Fees	
<b>Blanchette Elementary</b>	<b>\$ 507.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Martin Elementary</b>	<b>\$ 60.00</b>
<b>Explanation:</b> Chromebook Fees	

**CAMPUS ACTIVITY FUND  
EXPLANATION OF AMENDMENTS, CONTINUED  
OCTOBER 2022**

<b>Phalen Leadership Academy (Jones-Clark ES)</b>	<b>\$ 403.00</b>
<b>Explanation:</b> Fundraiser Proceeds	
<b>Charlton-Pollard Elementary</b>	<b>\$ 1,349.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Fehl Price Classical Academy</b>	<b>\$ 90.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Bingman Pre-K Center</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Lucas Pre-K Center</b>	<b>\$ 60.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Pathways Learning Center</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Career and Technical Center</b>	<b>\$ 11,464.00</b>
<b>Explanation:</b> Ag Farm Fundraiser Proceeds, Practicum Catering, Commissions/Vending Machines	
<b>Brown Center</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Transportation Dept</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Maintenance Dept</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Administration Building</b>	<b>\$ 94.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Admin. Annex Building</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Police Dept.</b>	<b>\$ 11.00</b>
<b>Explanation:</b> Crash Reports	
<b>Early College H.S.</b>	<b>\$ 3,101.00</b>
<b>Explanation:</b> Dormant Account Transfer	
<b>School for the Deaf (Deaf Ed.)</b>	<b>\$ -</b>
<b>Explanation:</b>	

**CAMPUS ACTIVITY FUNDS  
BUDGET CHANGE REPORT - OCTOBER 2022**

		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Revenues</u></b>				
Local Revenue - Other Sources	461.00.5749.00	283,957	114,305	398,262
<b><u>Expenditures</u></b>				
	<b><u>School Leadership</u></b>			
West Brook High School	461.XX.6499.00.008.00.000	90,671	32,687	123,358
Beaumont United High School	461.XX.6499.00.014.00.000	17,871	10,713	28,584
Smith Middle School	461.XX.6499.00.042.00.000	391	1,309	1,700
King Middle School	461.XX.6499.00.043.00.000	7,034	30	7,064
Marshall Middle School	461.XX.6499.00.046.00.000	24,407	4,439	28,846
Odom Academy	461.XX.6499.00.047.00.000	24,076	2,915	26,991
Vincent Middle School	461.XX.6499.00.048.00.000	8,295	877	9,172
Amelia Elementary	461.XX.6499.00.101.00.000	1,581	1,810	3,391
Caldwood Elementary	461.XX.6499.00.104.00.000	2,850	1,452	4,302
Curtis Elementary	461.XX.6499.00.105.00.000	11,792	97	11,889
Fletcher Elementary	461.XX.6499.00.110.00.000	11,097	6,322	17,419
Guess Elementary	461.XX.6499.00.112.00.000	5,218	1,194	6,412
Regina Howell Elementary	461.XX.6499.00.118.00.000	12,743	27,325	40,068
Homer Drive Elementary	461.XX.6499.00.123.00.000	5,549	620	6,169
Pietzsch Elementary	461.XX.6499.00.125.00.000	4,039	4,824	8,863
Dishman Elementary	461.XX.6499.00.126.00.000	5,275	552	5,827
Blanchette Elementary	461.XX.6499.00.127.00.000	637	507	1,144
Martin Elementary	461.XX.6499.00.128.00.000	1,964	60	2,024
Phalen Leadership Academy (Jones-Clark)	461.XX.6499.00.129.00.000	15,872	403	16,275
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	5,269	1,349	6,618
Fehl Price Classical Academy	461.XX.6499.00.131.00.000	2,159	90	2,249
Bingman Pre-K Center	461.XX.6499.00.132.00.000	952	-	952
Lucas Pre-K Center	461.XX.6499.00.133.00.000	329	60	389
Pathways Learning Center	461.XX.6499.00.006.00.000	63	-	63
Career and Technical Center	461.XX.6499.00.009.00.000	9,546	11,464	21,010
Brown Center	461.XX.6499.00.012.00.000	1,884	-	1,884
Transportation Dept	461.XX.6499.00.811.00.000	104	-	104
Maintenance Dept	461.XX.6499.00.819.00.000	557	-	557
SSA Deaf Program	461.XX.6499.00.838.00.000	3,026	-	3,026
Administration Building	461.XX.6499.00.842.00.000	2,388	94	2,482
Admin. Annex Building	461.XX.6499.00.843.00.000	1,811	-	1,811
Police Dept.	461.XX.6499.00.850.00.000	185	11	196
Early College H.S.	461.XX.6499.00.013.00.000	4,322	3,101	7,423
	Total Expenditures	<u>283,957</u>	<u>114,305</u>	<u>398,262</u>
<b>BUDGET CHANGE</b>				
	Total Revenues	283,957	114,305	398,262
	Total Expenditures	<u>(283,957)</u>	<u>(114,305)</u>	<u>(398,262)</u>
	Adjusted Surplus	-	-	-

**DONATION REPORT - OCTOBER 2022  
MONETARY DONATIONS**

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
The Kades Corporation McTeacher Night	Caldwood Elementary School	461.00.5749.00.104.00.C47	553
The Kades Corporation McTeacher Night	Blanchette Elementary School	461.00.5749.00.127.00.C47	106
The Kades Corporation McTeacher Night	Charlton - Pollard Elementary School	461.00.5749.00.130.00.C47	559
MTM Ice Kona Ice	Charlton - Pollard Elementary School	461.00.5749.00.130.00.C47	187
Coaches Kids The Corion Thomas Foundation	Charlton - Pollard Elementary School	461.00.5749.00.130.00.C47	1,000
Mad Fresh Designs LLC	Early College High School	865.00.2190.00.013.00.S17	600
MTM Ice Kona Ice	Vincent Middle School	461.00.5749.00.048.00.C47	239
<b>Total Monetary Donations</b>			<b>3,243</b>

**DONATION REPORT - OCTOBER 2022  
RECORD OF DONATED ITEMS**

<u>Donor Name/Organization</u>	<u>SAF Club/Department</u>	<u>Description of Items</u>	<u>Estimated Value</u>
LSCO Maritime	Career and Technical Education Center CTEC Maritime	Life Jackets (10)	450



**Board Exhibit Cover Sheet**

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.D.5.**

**Agenda Item Title:** Report – Quarterly Investment Report

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):**

**Executive Summary:** Section 2256.023 of the Public Funds Investment Act requires the investment officer to prepare and submit to the governing body of the entity, not less than quarterly, a written report of investment transactions for all funds covered by the Act for the preceding quarter.

**Recommendation:** N/A

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/4/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact) Date

\_\_\_\_\_  
General Counsel's Signature Date

**QUARTERLY INVESTMENT REPORT  
FOR THE QUARTER ENDED AUGUST 31, 2022**

**Investment Program**

The legal requirements and local authority for investment of District funds are detailed in Board Policy CDA (Legal) and CDA (Local) as adopted by the Board of Managers. The investments utilized by Beaumont ISD for the Quarter Ended August 31, 2022 included TexPool and Lone Star and Investment Pools.

**Investment Position at August 31, 2022**

<u>Investment</u>	<u>Book Value</u>	<u>Market Value</u>
Lone Star Investment Pool	\$ 82,517,673.28	\$ 82,517,673.28
TexPool	4,100,055.52	4,100,055.52
<b>Total</b>	<b>\$ 86,617,728.80</b>	<b>\$ 86,617,728.80</b>

**Investment Activity**

A summary of activity is listed below:

**Schedule of Transactions by Fund Group  
Investments in Lone Star Investment Pool  
Quarter Ended August 31, 2022**

<u>Investment</u>	<u>Carrying Amount 06/01/2022</u>	<u>Additions 06/01/2022- 08/31/2022</u>	<u>Deductions 06/01/2022- 08/31/2022</u>	<u>Carrying Amount 08/31/2022</u>
General Fund - Corporate Overnight Plus Fund	\$ 107,174,260.48	10,753,651.03	45,944,517.58	\$ 71,983,393.93
General Fund - Corporate Overnight Fund	2,169,633.60	9,712.86	858.75	2,178,487.71
General Fund - Government Overnight Fund	1,083,489.64	1,282,362.76	1,539,366.54	826,485.86
<b>Total General Fund</b>	<b>\$ 110,427,383.72</b>	<b>\$ 12,045,726.65</b>	<b>\$ 47,484,742.87</b>	<b>\$ 74,988,367.50</b>
Debt Service - Corporate Overnight Plus Fund	\$ 9,806,493.61	40,216.19	3,076,136.09	\$ 6,770,573.71
Debt Service - Corporate Overnight Fund	595,030.33	2,664.65	-	597,694.98
Debt Service - Government Overnight Fund	1,827,661.22	343,375.87	2,010,000.00	161,037.09
<b>Total Debt Service Fund</b>	<b>\$ 12,229,185.16</b>	<b>\$ 386,256.71</b>	<b>\$ 5,086,136.09</b>	<b>\$ 7,529,305.78</b>
<b>Total Lone Star Investments</b>	<b>\$ 122,656,568.88</b>	<b>\$ 12,431,983.36</b>	<b>\$ 52,570,878.96</b>	<b>\$ 82,517,673.28</b>

**Schedule of Transactions by Fund Group  
Investments in Texpool  
Quarter Ended August 31, 2022**

<u>Type</u>	<u>Carrying Amount 06/01/2022</u>	<u>Additions 06/01/2022- 08/31/2022</u>	<u>Deductions 06/01/2022- 08/31/2022</u>	<u>Carrying Amount 08/31/2022</u>
General Fund	\$ 3,938,252.28	\$ 15,580.51	\$ -	\$ 3,953,832.79
Debt Service Fund	145,646.58	576.15	-	146,222.73
<b>Total Investments</b>	<b>\$ 4,083,898.86</b>	<b>\$ 16,156.66</b>	<b>\$ -</b>	<b>\$ 4,100,055.52</b>

  
Cheryl Hernandez, CFO

  
Stacey Fitch, Comptroller



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.D.6.**

**Agenda Item Title:** Head Start Governance Training

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** Each year the Board is required to participate in Governance Training in accordance with Head Start guidelines. It is mandatory for both the BISD Board and Head Start Policy Council to be trained in governance. Governance Training ensures that both boards are knowledgeable of their roles and responsibilities as it relates to the Head Start program.

**Recommendation:** No action is required. The Board of Trustees will receive Governance Training in accordance with the Head Start guidelines.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

\_\_\_\_\_  
November 10, 2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



# GOVERNANCE TRAINING



Dr. Anita Frank  
Carolyn Little  
November 17, 2022




# Governance Training

## Changing Landscape: Impacts of Head Start Act of 2007 and Five-Year Project Period

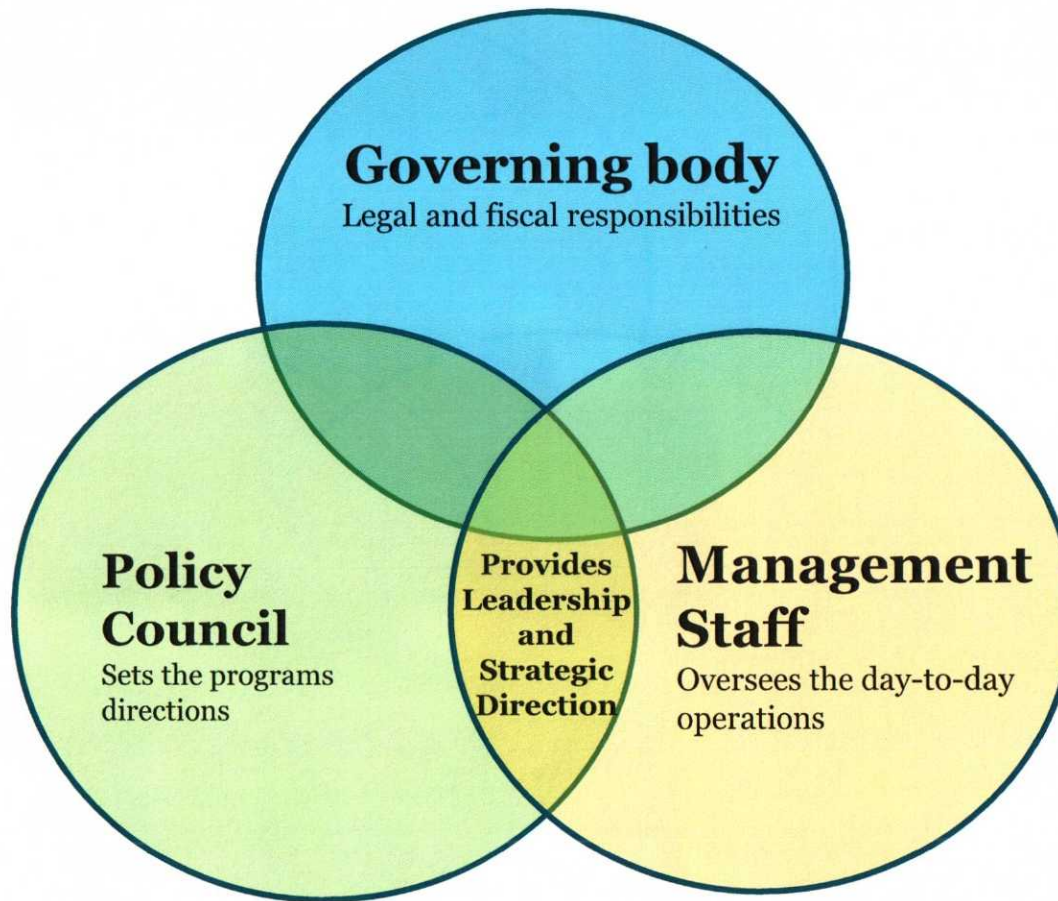
- Increased emphasis on school readiness
- Transition from an indefinite project period to a five-year project period
- Establish goals, monitor progress toward those goals, and assess impact on children, families, and community over the five-year period.
- New emphasis on moving from a “culture of compliance” to a “culture of continuous improvement.”



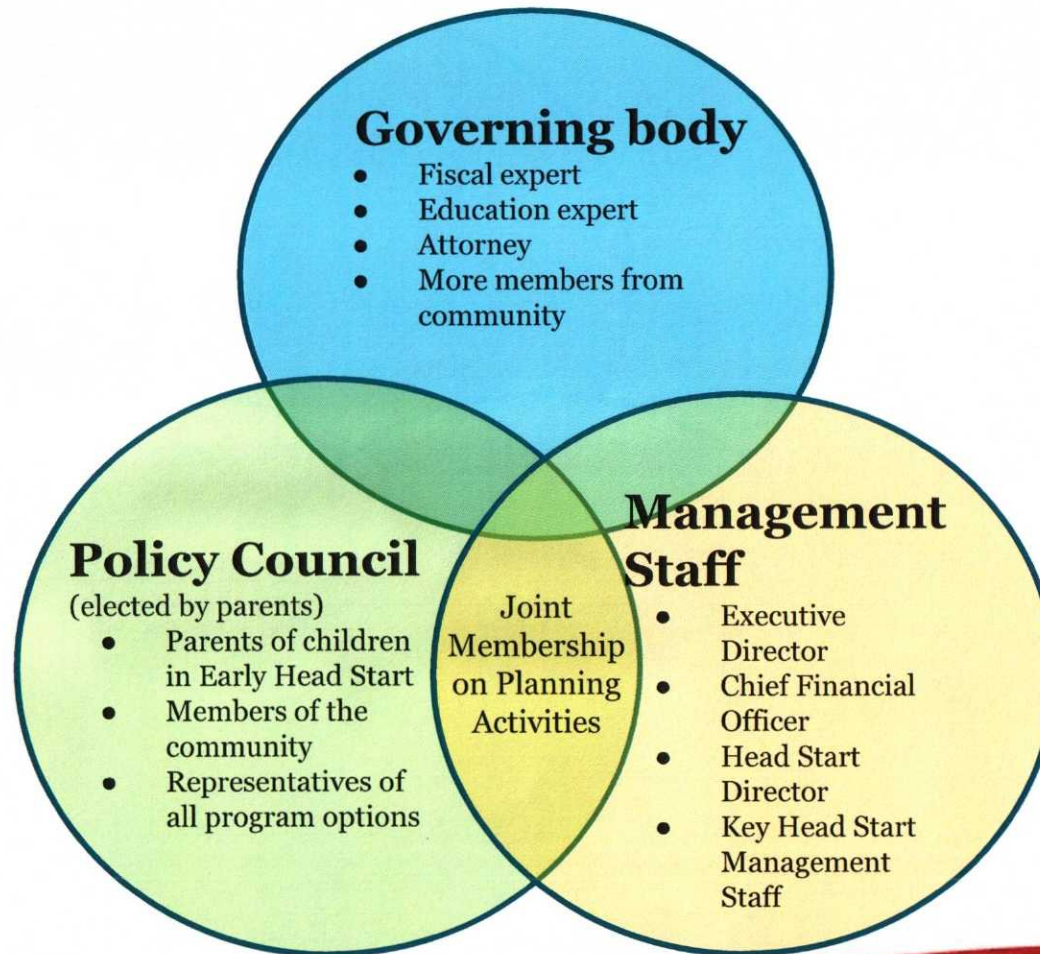
# Changes in Head Start on the National Level

- **New ERSEA regulations** – Eligibility, Recruitment, Selection, Enrollment, and Attendance
  - **Five-year project periods** – The Office of Head Start (OHS) is moving from indefinite project periods to definite project periods of five years (60 months) for all Head Start grantees as part of the Designation Renewal System (DRS).
  - **Monitoring Protocols** – Head Start monitoring protocols are used by the Office of Head Start (OHS) to gather data and other information to assess grantee program operation and performance. Reviews are held for the Classroom Assessment Scoring System (CLASS<sup>®</sup>), Focus Area One, and Focus Area Two. OHS uses the information collected during reviews to understand the grantee's approach to program design and services. The information is also used to evaluate their performance and continuous program improvement:
  - **Emphasis on data-based decision-making**
  - **EHS-CC Partnerships** (Early Head Start – Child Care Partnership)
  - **Uniform Guidance** – (The new federal fiscal regulations (also referred as Uniform Guidance took effect for awards and award increments received on or after Dec. 26, 2014. The Office of Head Start (OHS) recommends that grantees transition to the new fiscal regulation throughout 2015)
  - **Leadership and Governance**
- 

# Head Start Program Leadership



# Head Start Program Governance and Management Composition



# Head Start Governance and Management Fiscal Responsibilities of The Governing Body

## Governing Body Assumes Legal and Fiscal Responsibility for Head Start and the Safeguarding of Federal Funds

### Adopt practices to ensure active, independent, and informed governance:

- Governing body By-laws
- Procedures for assessing and collecting information
- Written standards of conduct, including conflict of interest and complaints
- Procedures for electing Policy Council members
- Advisory committees

### Establish

- Procedures and criteria for recruitment, selection, and enrollment.

### Review

- All funding applications and amendments
- Results and follow-up activities from federal monitoring

### Review and Approve

- Major policies and procedures including self-assessment, financial audit, and personnel policies
- Progress on implementing the Head Start grant, including corrective actions
- Major expenditures
- Operating budget
- Selection of auditor
- Actions to correct audit findings

### Receive and Use Reports

- Annual, monthly, and periodic reports

# Head Start Governance and Management Fiscal Responsibilities of the Policy Council

## Policy Council

The Policy Committee Assumes Responsibility for Head Start Program Direction.

### **Approve and submit to the governing body decisions regarding:**

- Activities for parent involvement/engagement
- Program recruitment, selections, and enrollment priorities
- Funding application / amendments
- Budget planning including reimbursement and participation in Policy Council activities
- Policy Council By-Laws
- Head Start program personnel policies and decisions, including criteria for employment and dismissal of program staff
- Policy Council election procedures

### **Receive and use Reports:**

Annual, monthly, and periodic reports

# Head Start Governance and Management Fiscal Responsibilities of The Management Staff

## Management Staff

Assumes Operating Responsibility for  
Head Start day-to-day Functions

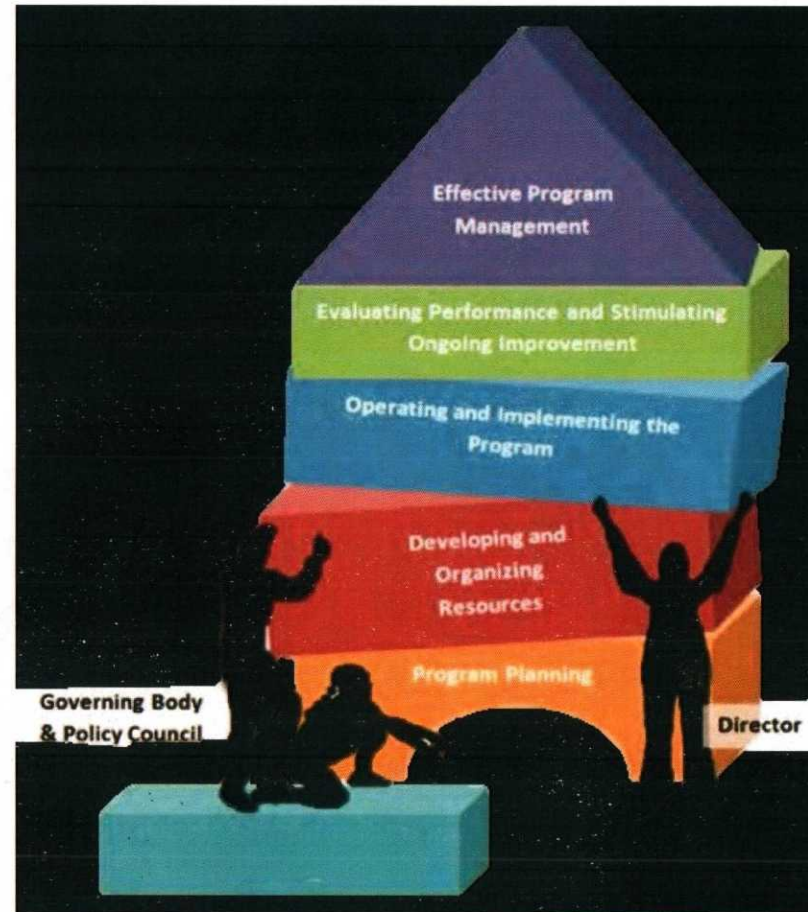
### Take action:

- Implement policies
- Develop procedures
- Provide T/TA to governing body and Policy Council
- Supervise staff
- Monitor compliance
- Generate and use annual, monthly, and periodic reports
- Share reports with Policy Council and governing body

# Governance Training

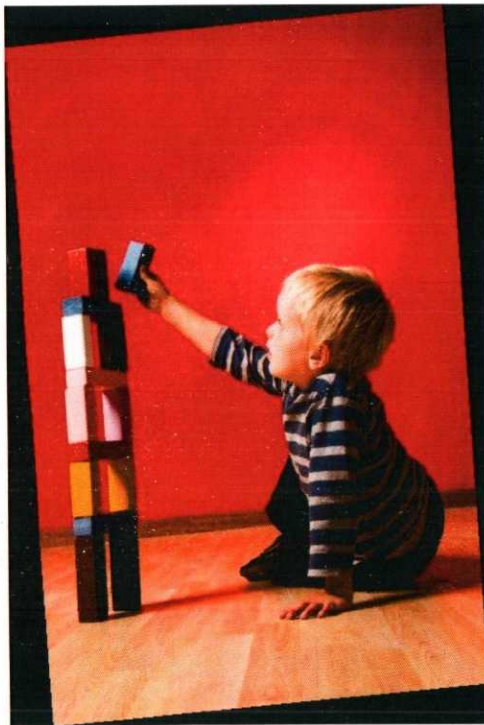
## Leadership and Governance: A Team Approach

It takes a leadership  
“TEAM” working  
and supporting each  
other to build a  
strong program.

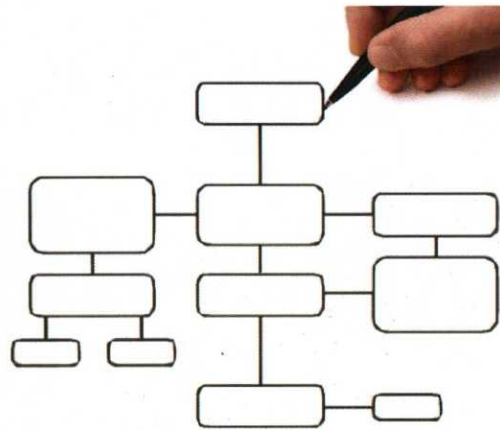


# Important Elements of Effective Leadership

Structure



Processes



Relationships



# Governance Training

**Final thoughts or questions...**



**OFFICIAL AGENDA OF THE BOARD OF THE  
BEAUMONT INDEPENDENT SCHOOL DISTRICT  
IN THE BOARD ROOM OF THE BEAUMONT ISD ADMINISTRATION BUILDING  
3395 HARRISON AVENUE BEAUMONT, TEXAS**

**SEPTEMBER 10, 2022**

*Regular Meeting Minutes as Directed Under the Provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551*

The Board Members of the Beaumont Independent School District met in a special meeting on Thursday, October 13, 2022, in the Board Room of the Administration Building located at 3395 Harrison Avenue in Beaumont, Jefferson County, Texas. The meeting was called to order at 5:00 p.m. by Robert C. Dunn, Sr., Presiding Officer.

**CALL TO ORDER**

President, Robert Dunn established a quorum.

**ROLL CALL**

**PRESENT:** Robert C. Dunn, Sr., Trustee & President  
Woodrow Reece, II, Trustee & Vice President  
Stacey Lewis, Jr., Trustee & Secretary  
Joe A. Evans, Jr., Trustee  
Tillie Hickman, Trustee  
Dr. Shannon Allen, Superintendent

**ABSENT:** Kevin W. Reece and Denise Wallace-Spooner

**WORKSHOP - BOARD ROOM (OPEN MEETING)**

- A. Superintendent's Evaluation Training – Dr. Danny Lovett, Executive Director for Region 5 ESC, presented the following information to the Board:
- 22-23 Draft Superintendent Evaluation Goals
    - September to October: Look at the calendar
    - November ongoing review
    - December - Formative Evaluation
    - January - Formative Evaluation
    - February -Summative Evaluation
    - August – Formative review/checkpoint
  - Summary of Evaluation Goals
  - Evaluation Process
  - Make sure suggestions are attainable
  - Agree on the instrument/rating scale

B. System of Great Schools Progress Update

III. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:

a. LEGAL

1. Pending or contemplated litigation matters and status report
2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act
  1. Partnership Contracts

**NO ACTION.**

b. PERSONNEL

1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees

**ADJOURNMENT**

The meeting adjourned at 6:45 p.m.

**OFFICIAL MINUTES OF THE BOARD OF THE  
BEAUMONT INDEPENDENT SCHOOL DISTRICT  
IN THE BOARD ROOM OF THE BEAUMONT ISD ADMINISTRATION BUILDING  
3395 HARRISON AVENUE BEAUMONT, TEXAS**

**October 20, 2022**

*Regular Meeting Minutes as Directed Under the Provisions of the Texas Open Meetings Act, Texas Government Code, Chapter 551*

The Board Members of the Beaumont Independent School District met in regular meeting on Thursday, October 20, 2022, in the Board Room of the Administration Building located at 3395 Harrison Avenue in Beaumont, Jefferson County, Texas. The meeting was called to order at 4: 02 p.m. by Robert C. Dunn, Sr., Presiding Officer.

**CALL TO ORDER**

President, Robert Dunn established a quorum.

**ROLL CALL**

**PRESENT:** Robert C. Dunn, Sr., Trustee & President  
Woodrow Reece, II  
Stacey Lewis, Jr., Trustee & Secretary  
Joe A. Evans, Jr., Trustee  
Tillie Hickman, Trustee  
Denise Wallace-Spooner, Trustee  
Dr. Shannon Allen, Superintendent

**ABSENT:** Kevin W. Reece, Trustee

At 4:03 p.m., the board went in to closed session.

1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:
  - LEGAL
    - Pending or contemplated litigation matters and status report
    - Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act

- PERSONNEL
  - Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees

b. PERSONNEL

1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees

1. Police Department

**NO ACTION.**

2. Update on Police Audit

**NO ACTION.**

3. Special Education Personnel

**NO ACTION.**

c. REAL ESTATE

1. Deliberation regarding the purchase, exchange, lease or value of real property

d. ECONOMIC DEVELOPMENT

1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations

II. **REGULAR OPEN BOARD MEETING**

A. INTRODUCTION OF REGULAR MEETING

1. West Brook High School NJROTC posted the colors, and the pledges to the Pledges of Allegiance the US and Texas Flags was led by Joshua Mendoza, Beaumont United High School Student Body VP.
2. Recognitions – Adam Thibodeaux, Assistant Director of Communications, presented the following recognitions:
  - Hispanic Heritage performance by Fletcher Elementary
  - National Principals Month

## B. STUDENT OUTCOMES

1. Superintendent's Report– Dr. Shannon Allen, Superintendent of Schools, presented the following information to the Board:
  - Vision
  - Mission
  - Core Belief 1 & 2
  - Feedback-Teach Upbeat Improvement Cycle Survey
  - Vision Week 2022 Survey
  - Superintendent's Student Leadersjo[ Cpimco;
  - Superintendent's Teacher Advisory Council
  - Dropout Prevention Reading Initiative
2. Cabinet Report
  - a. Board Outcome Goals Progress Monitoring Report – Dr. Anita Frank, Associate Superintendent for Elementary Administration, presented the following information to the Board;
    - Beginning of the Year Data
    - Grades Pre-K – 2<sup>nd</sup> Grade
    - Reading Performance
    - CLI Engage/Circle Reading
    - Kindergarten Data mCLASS/Amplify
    - 1<sup>st</sup> Grade Data mCLASS/Amplify
    - 2<sup>nd</sup> Grade Data mCLASS/Amplify
    - Math Performance
    - Pre-K, 1, 2
    - Pre-Assessment 2022-2023
    - Key Actions
      - Reading
      - Math
    - School Board Monitoring Calendar
  - b. Special Education Update – Richelle Brooks, Interim Senior Director, presented the following information to the Board:

- Organizational Structure
- Departmental New Hires
- Campus Vacancies
- Strategies to attract candidates for hard-to-fill positions
- Service to Campuses
- Professional Development
- Sensory Room
- Donation of swings

C. PUBLIC COMMENTS

2 ½ Minutes

1. **Michael Monsive**, 9949 W. Sam Houston Pkwy. W, signed up to address the board regarding action item #5.

1 ½ Minutes

**NONE.**

D. INFORMATION ITEMS

1. Update on Personnel Activities-Derwin Samuels, Executive Director of Human Resources, presented information on the Personnel activities for the month of September 2022.
2. Report for Tax Collections—Cheryl Hernandez, Chief Financial Officer, presented information on the Tax Collections for the month of September 2022.
3. Report for General Fund Revenue and Expenditures—Cheryl Hernandez, Chief Financial Officer, presented information on the General Fund Revenue and Expenditures Report for the month of September 2022.
4. Report for Campus Activities Funds and Donations—Cheryl Hernandez, Chief Financial Officer, presented information on the Campus Activities Funds and Donations for the month of September 2022.
5. Security Audit – Chief Joseph Malbrough, Presented information on the security audit update.
6. Update on Pre-K - 4 Class Sizes – Dr. Anita Frank, Associate Superintendent for Elementary Administration, updated the board on the class sizes for the Pre-K to 4.
7. Discussion of Restroom Monitors for Vaping and Emergencies – Toni McPherson, Director of Technology, updated the board on information regarding the smart sensors and components.

8. Update from TASB Delegate – Trustee Tillie Hickman, updated the board on the TASB Conference 2022.
9. Update from Facilities Subcommittee- Board Secretary, Stacey Lewis, Jr. updated the board on the districts' ongoing projects.
10. Discussion of Yondr Pouches to restrict cell phone usage – Randall Maxwell, Sr. Director of Student and Support Services, shared with the Board information on the Yondr pouches.

E. CONSENT AGENDA

1. Minutes of September 10, 2022, Team of 8 Training, and September 15, Regular Board Meeting.
2. Approve Personnel Recommendations including Chapter 21 Hiring and Director Employees
3. Approve District Improvement Plan 2022-2023
4. Approve Campus Improvement Plans 2022-2023 - Partner Campuses- **PULLED**
5. Adoption of Resolution Approving the 2022 Tax Roll
6. Approve the additional role in the Child Nutrition Department and the additional positions at West Brook and Beaumont United High Schools for the 2022-2023 school year
7. Approve the addition of a tier compensation schedule for Transportation Mechanics and an attendance stipend for Bus Drivers and Attendants to be added to the Compensation plan in the 2022-2023 school year
8. Approve Quarterly Board Progress Tracker
9. Approve Amendment to increase district E-Rate contribution from 10% to 20%

It was moved by Tillie Hickman, and seconded by Stacey Lewis, to approve the Consent Agenda except item 4.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Woodrow Reece, Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Denise Wallace-Spooner

NAYS: NONE.

ABSTAIN: NONE.

MOTION PASSED: 6-0

F. ACTION ITEMS

1. Action, if any, taken on items discussed in closed session are stated above.

2. Approve Budget Amendments

It was moved by Stacey Lewis, and seconded by Tillie Hickman, to Approve the Budget Amendments as presented to the Board.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Woodrow Reece, Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Denise Wallace-Spooner

NAYS: NONE.

ABSTAIN: NONE.

MOTION PASSED: 6-0

3. Approve Purchases of \$50K or More

It was moved by Stacey Lewis, and seconded by Joe Evans, to Approve Purchases of \$50K or More.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Woodrow Reece, Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Denise Wallace-Spooner

NAYS: NONE.

ABSTAIN: NONE.

MOTION PASSED: 6-0

4. Approve Vendor Award for JOC #23.01 West Brook Baseball ADA Bleachers and Bathrooms to Preferred Facilities Group

It was moved by Stacey Lewis, and seconded by Tillie Hickman, to Approve Vendor Award for JOC #23.01 West Brook Baseball ADA Bleachers and Bathrooms to Preferred Facilities Group.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Woodrow Reece, Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Denise Wallace-Spooner

NAYS:

ABSTAIN: NONE.

MOTION PASSED: 6-0

5. Approve Vendor Award for CSP #23.04 District-Wide Security Cameras to CDW Education

**NO ACTION.**

6. Approve Vendor Award for JOC #23.04 Security Vestibules to Preferred Facilities Group

It was moved by Stacey Lewis, and seconded by Tillie Hickman, to Approve Vendor Award for JOC #23.04 Security Vestibules to Preferred Facilities Group.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Woodrow Reece, Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Denise Wallace-Spooner

NAYS: NONE.

ABSTAIN: NONE.

MOTION PASSED: 6-0

7. Approve Vendor Award for RFP #23.05 Public Address Systems to Austen Consultants

It was moved by Stacey Lewis, and seconded by Tillie Hickman, to Approve Vendor Award for RFP #23.05 Public Address Systems to Austen Consultants.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Woodrow Reece, Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Denise Wallace-Spooner

NAYS: NONE.

ABSTAIN: NONE.

MOTION PASSED: 6-0

8. Approve Vendor Award for CSP #23.06 HVAC Upgrades Part 4 to Derryberry's Mechanical Contractors

It was moved by Stacey Lewis, and seconded by Joe Evans, to Approve

Vendor Award for CSP #23.06 HVAC Upgrades Part 4 to Derryberry's Mechanical Contractors.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Woodrow Reece, Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Denise Wallace-Spooner

NAYS: NONE.

ABSTAIN: NONE.

MOTION PASSED: 6-0

9. Approve Vendor Award for JOC #23.08 Lighting Conservation Part 4 to Connected Cities Integrators

It was moved by Stacey Lewis, and seconded by Denise Wallace-Spooner, to Approve Vendor Award for JOC #23.08 Lighting Conservation Part 4 to Connected Cities Integrators.

President Robert Dunn called for a vote on the motion:

YAYS: Robert C. Dunn, Sr., Woodrow Reece, Stacey Lewis, Joe A. Evans, Jr., Tillie Hickman, and Denise Wallace-Spooner

NAYS: NONE.

ABSTAIN: NONE.

MOTION PASSED: 6-0

10. Approve fee increase for recovery of telecommunications devices

**NO ACTION**

At 9:01 p.m., the board went back in to closed session.

At 9:15 p.m., the board reconvened in open meeting.

### **ADJOURNMENT**

The meeting adjourned at 9:25 p.m.



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.2.**

**Agenda Item Title:** Approve Hiring Chapter 21 and Director Employees

**Cabinet Level Presenter(s):** Derwin Samuels, Jr., Executive Director of Human Resources

**Additional Presenter(s):** N/A

**Executive Summary:** Listed below are Chapter 21 recently hired within the District

**Recommendation:** Approve Administration's Hiring Recommendation. The employees' names are included with the enclosed coversheet.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

Derwin Samuels, Jr.  
Cabinet Level Presenter's Signature

11/4/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



## Administration's Hiring Recommendation

Tia Alix

Rosalyn Antoine

Vickie Bottoms

Amy Brennan

Charlotte Conner

Douglas Dawson

Brandon Garrett

Gemma Langcauon

Brittany Lafleur Richmond

Marlene Munoz

Veronica Parker

Wisley Rait

Tiffany Sterling

Richelle Terry

Michael Triplett

Willie Williams

Melinda Woods

*\*\*Position titles can be found Personnel Activities Information Item.*



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.3.**

**Agenda Item Title:** Approve renewal of awarded vendors for RFQ #22.06 Architectural and Engineering Contracted Services.

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Peggy Haynes

**Executive Summary:** A Request for Quotes (RFQ) was in 2021 for Architectural and Engineering Services. There was a total of 13 qualified responses. Architectural Alliance, Fittz and Shipman, and Salas O'Brien were awarded. This is the first renewal option of four.

**Recommendation:** Approve renewal of Architectural Alliance, Fittz and Shipman, and Salas O'Brien as the district's awarded vendors for Architectural and Engineering Contracted Services.

**Budget Impact\* (if applicable):** Estimated \$800,000.00

**Funding Source (if applicable):** General Fund / Capital Projects / Federal Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** Ch. 44.031, EDGAR, 2 CFR 200

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL)

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/8/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.4.**

**Agenda Item Title:** Approve renewal of awarded vendors for RFP #22.08 Licensed Specialist in School Psychology (LSSP) Supplemental Services.

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Richelle Brooks

**Executive Summary:** A Request for Proposals (RFP) was issued in 2021 for LSSP Supplemental Services. There were three respondents. The RFP award is for one year with three additional one-year renewal options. This is the first renewal option of three.

**Recommendation:** Approve renewal award for Southeast Texas Behavioral and Presence Learning as the district's awarded vendors for LSSP supplemental services.

**Budget Impact\* (if applicable):** Estimated \$240,000.00

**Funding Source (if applicable):** Federal Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** Ch. 44.031

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL)

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/8/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



**Board Exhibit Cover Sheet**

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.5.**

**Agenda Item Title:** Approve renewal of awarded vendors for RFP #22.11 Contract for Fencing Projects.

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Peggy Haynes and Beau Carroll

**Executive Summary:** A Request for Proposals (RFP) was issued for Fencing Projects. The RFP is for one year with two additional one-year renewal options. The is the first renewal option of two.

**Recommendation:** Approve renewal award for A-1 Maida Fence and BeauTex Fence as the district's awarded vendors for fencing projects.

**Budget Impact\* (if applicable):** Estimated \$100,000.00

**Funding Source (if applicable):** General Fund / Federal Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** Ch. 44.031

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL)

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/8/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact) Date

\_\_\_\_\_  
General Counsel's Signature Date



Beaumont ISD  
RFP #22.17 Supplemental SPED Services

	NEW AWARD	
	Xuan Services	
Description	\$100/hr. max.	Points
Price (30)		25.00
Capabilities / Experience (15)		15.00
Ability to Meet District Needs (15)		14.00
Reputation / Stability (15)		13.00
Preparation and Responsiveness of Proposal (5)		3.00
Minority or Women Owned Business (5)		5.00
Best Value - Ability to provide services Immediately (15)		15.00
Carroll		90.00
SPED Department / Designee		88.00
Speech Lanuage Pathology / Supervisory & Consulting		
Average		89.00

Vendors must reach 85 points for consideration of award.  
Maximum for licensed services \$100/hr - \$120/hr for Ph.D.

Bid Evaluators:  
Beau Carroll  
Doris Brown

Approved by:  
Richelle Brooks  
Audit by:  
Carrie Sarver

#### Scoring Highlights

RFP #22.17 Supplemental SPED Services was issued in 2022 to assist staffing shortages through contracted services. There have been over 20 responses to the bid package. 14 small, local or regional business have been awarded. Xuan Services is a regional business working in the Golden Triangle providing SLP supervisory services. This minority, woman owned business has over 20 years of experience, is in good standing with BISD, and meets the immediate needs of the Special Services Department.



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.7.**

**Agenda Item Title:** Approve Head Start Policy Council by-laws and Officers for 2022-2023

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** The Office of Head Start (OHS) requires the Board to approve the Policy Council by-laws and Officers yearly. The Policy Council by-laws include rules that regulate the Policy Council in the areas of functions/duties, meetings, membership, parent representation, community representation, officers, committees, personnel, and conflicts of interest.

**Recommendation:** The Board approves the 2022-2023 Head Start Policy Council by-laws and Officers.

**Budget Impact\* (if applicable):** N/A

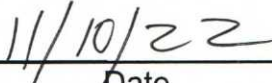
**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

# Beaumont Independent School District / Bingman Head Start



Policy Council By-Laws and Officers

11/17/2022

# **BISD/BINGMAN HEAD START**

**2022-2023**

## **HEAD START POLICY COUNCIL BY-LAWS**

**Article I: Name** The name of the organization shall be the Bingman Head Start Policy Council, Beaumont Independent School District.

### **Article II: Purpose**

- 1) To involve parents and interested community people in the development of policies and procedures used in the operation of the Head Start program.
- 2) To provide opportunities for parents' ideas to be used in evaluation /assessment and to promote parent involvement in planning as required by the Performance Standards.

### **Article III: Functions/Duties**

- 1) Operate within the Performance Standards.
- 2) To work with the grantee and Board of Trustees through a shared governance plan, and therefore, serve as a link between public and private organizations, and the community it serves.
- 3) Have the opportunity to initiate suggestions and ideas for program improvements and planning, and to receive a report on action taken by the administering agency with regard to its recommendations.
- 4) Plan, coordinate, and organize agency-wide activities for parents with the assistance of staff.
- 5) Approve the expenditure of parent Activity Funds.
- 6) Assist with self-assessment of the Head Start Program.
- 7) To give advice, comments, ideas, and consent regarding the program plans and program proposal.
- 8) To assist in giving Head Start parents an opportunity to comment and/or evaluate the program annually.
- 9) To receive and review financial expenditures on a quarterly basis, along with monthly reports.
- 10) Assist with the funding application prior to submission to the regional office.
- 11) Discuss and approve the strategic plans for the program, including short-range plans.
- 12) Review and approve personnel policies.
- 13) Approve the hiring/firing of Head Start staff.
- 14) Be involved with the parent committee; to assist them in being involved in Head Start.
- 15) Assist in recruiting volunteers and families for the program.
- 16) Approving the selection process.
- 17) Approve the program's community complaint procedure.
- 18) Attend all Policy Council meetings.

### **Article IV: Meetings**

- 1) The Council will meet at least once a month and as needed through called meetings from the chairman.
- 2) A quorum consists of at least five parents and one community representative.
- 3) Robert's Rules of Order, revised should govern meetings.
- 4) The Policy council shall establish a timeline for meetings through voting.

- 5) Meetings should start on time
- 6) Concerns/questions/comments shall be written on a form and submitted to the secretary.

**Article V: Membership**

- 1) The total membership shall be a minimum of ten; with at least fifty-one percent being parents of Head Start children currently enrolled, plus community representatives.
- 2) The terms of membership will be no more than three years.
- 3) Parent members must be elected to serve each year.
- 4) The chairman will fill vacancies from community members.
- 5) The Policy Council must approve community representatives.

**Article VI: Parent Representation**

- 1) A parent is defined as the one who is related to the child currently enrolled as the father, mother, primary caregiver, foster parent, guardian, or the person with whom the child has been placed with for purposes of adoption pending final adoption decree.
- 2) Parents may submit written concerns to the secretary prior to the Policy Council meeting to be addressed at the meeting.
- 3) Parents may choose to give reports at parent committee meetings to keep other parents informed about the program.

**Article VII: Community Representation**

- 1) Community representatives are people from the local community who have an interest in the program and are familiar with the families and resources the families use and need.
- 2) The Policy Council must approve the community representatives yearly.
- 3) Each community representative will serve twelve months. If approved yearly, he/she may serve up to three years.

**Article VIII: Officers**

- 1) Officers shall consist of president, vice-president (or 2), secretary, and assistant secretary. Vacancies will be filled by appointments. A treasurer may be elected.
- 2) Chairman shall preside at the general meetings and serve as official to sign the annual proposal, as well as other grants that become available.
- 3) The secretary is responsible for accurate minutes of each regular and called meeting.
- 4) Officers may serve two years. They may be replaced if they miss two consecutive meetings.
- 5) Elections will be held during the fall of each year.
- 6) The officers will form the executive committee.
- 7) The president may appoint officers to replace those who do not serve efficiently.
- 8) The president may be replaced if he/she misses three meetings. Another election may be held.

**Article IX: Committees**

- 1) Special committees will be appointed by the chairman as needed.
- 2) Create a Personnel Committee consisting of at least one parent and one community representative. This committee will be responsible for interviewing prospective people for available positions and making recommendations to the Policy Council to be hired.

- 3) Create a Budget Committee whose duties will be, but not limited to reviewing the budget recommendations of the Head Start staff prior to the staff's presentation of said budget to the Policy Council for its approval or input.
- 4) Create a by-laws Committee to address possible revisions necessary for the operation of the Policy Council.

**Article X: Personnel**

- 1) The responsibility of the hiring and firing of personnel rests with the Personnel Director of BISD and the Board of Trustees, with approval given by the Policy Council. The Director of Head Start and the Personnel Committee members will have the opportunity to interview personnel hired.
- 2) The chairman will appoint enough members of Policy council to be available in the summer to assist with this process and to fill a quorum requirement.
- 3) If an employee is to be dismissed, the officers of Policy Council will meet to consider the issue.
- 4) Personnel policies related to hiring and dismissal will be available to the Policy Council and reviewed each spring.

**Article XI: Alternates**

Alternates may be elected in the event that members of the Policy Council are not attending meetings regularly. If a member misses three consecutive meetings, he/she may be removed from the Policy Council. Personal illnesses, death, and work schedule changes are considered valid. An alternate may be used to replace someone who does not have valid excuses, but he/she must be trained and attend meetings to be familiar with the Policy Council. If alternates are elected, they shall have all the rights and privileges of members, with the exception of voting.

**Article XII: Conflicts of Interest**

- 1) No person employed by Bingman Head Start may serve on the Policy Council. Staff members may be invited to attend meetings.
- 2) Policy Council members may apply for employment with the program, but must resign if they receive and accept a job offer.

**Article XIII: Amendments**

The by-laws can be changed at a meeting with seven (7) days prior notice in writing of the proposed change.

## **Policy Council Board**

2022-2023 Policy Council Elected Officers:

- President – Asia Quincy
- Vice-President – Jade Castille
- Secretary – Briauina Cox
- CEIC Parent Representative – Christina Johnson
- CEIC Community Representative - Linda Clark

**Policy Council Board Approval**

**Signature Page**

\_\_\_\_\_  
**Board of Trustees Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Principal/Director**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date of Board Approval**



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.8.**

**Agenda Item Title:** Approve Head Start's Self-Assessment and Program Goals

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** Every year the program evaluates itself to determine areas of strength and weakness that need to be addressed. The annual self-assessment is completed by teams composed of managers, Policy Council representatives, parents, community leaders, staff, and when possible Board members. This is the same process used in developing the Campus Improvement Plan. Head Start relates to this process as a Self-Assessment and Program Goals.

**Recommendation:** The Board approves the Head Start Self-Assessment and Program Goals.

**Budget Impact\* (if applicable):** N/A

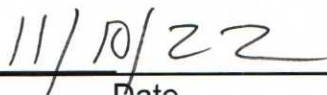
**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



### **Self-Assessment Process**

The Self-Assessment / Campus Improvement Plan is an ongoing process that is used to monitor the Head Start Program. A committee meets monthly until the spring. In the spring the committee meets weekly to reevaluate, and rewrite the plan. The committee is comprised of parents, teachers, staff members, and community representatives that look at the program from all aspects. Changes have been made to the self-assessment process to include the Campus Improvement Plan that is also required annually. The Self-assessment and Campus Improvement Plan have been blended to make one Plan that meets both the Head Start and Texas Education Agency requirements. Both plans keep the Head Start goals measurable and attainable for the betterment of the entire program.

Through monthly meetings, reports are shared on the status of each group and revisions are made accordingly. Through COVID this process has been more difficult as participation and virtual meetings have been strenuous on outside committee members.

Monthly meetings are held to review and report data. In February the CNA, Campus Needs Assessment, was completed and reviewed. In March, the committee met weekly to analyze, look at root causes, and determine campus priorities. In April, the committee reviewed campus priorities, and determined how to address the goals. In May, a rough draft of the goals were reviewed and the plan was finalized in June for submission to TEA.

### **T/TA Plan Process**

The Management Team oversees the T/TA plan. The Management Team consists of Mental Health personnel, a Nurse, Behavior Specialist, Education Coordinator, Instructional Coach, Technology Liaison, Transportation, Social Services, Disabilities Coordinators as well as the Principal/Director. Some of these positions serve on both committees. The committees meet monthly with each coordinator who reports on their area to see if goals are being met, training is being implemented, and everything is on track – or make the adjustments needed. If adjustments are needed, the team implements them and reviews progress at the next meeting. Several new coordinators attend ongoing training that is necessary to ensure each department is providing quality services to parents, students, and community. It is important for all managers to be up-to-date on all Head Start information.

Ms. Tippen worked diligently with our new Center Assistant (Social Services director) to help her understand the many facets of ERSEA and PFCE responsibilities prior to her leaving us. Ms Hamilton is just getting started with us and will assist as well. She has also been reaching out to our Education Coordinator and Instructional Coach to look at their coaching plans.



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.9.**

**Agenda Item Title:** Approve Disposal of Out of Adoption Instructional Materials

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Brandi Phillips, IMA Coordinator

**Executive Summary:** According to TEA, districts can determine locally whether to recycle, sale, donate, or dispose of instructional materials that are no longer useful in the classroom. Specifically, the board shall determine how the district will dispose of discontinued printed instructional materials.

**Recommendation:** The Board approves the disposal of out of adoption instructional materials for the 2022-2023 school year.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** CMD Legal

**Legal Review (if necessary, list attorney and firm):**

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

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Date

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\*CFO Signature (required if there is a budget impact)

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Date

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General Counsel's Signature

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Date



According to TEA, districts can determine locally whether to recycle, sell, donate, or dispose of instructional materials that are no longer useful in the classroom. Districts are not required to report the loss or sale of non-adopted materials (including out-of-adoption materials) or adopted or non-adopted materials purchased through the disbursement process to TEA.

Considering this portion of the Texas Education Code as explained below, the Instructional Material Department requests permission from the board to dispose, sell, and recycle any surplus and/or out of adoption material assuring the best interest of the district. This petition shall be revisited by the board every new fiscal year to continue with this action.

#### Sec. 31.105. SALE OR DISPOSAL OF INSTRUCTIONAL MATERIALS AND TECHNOLOGICAL EQUIPMENT.

(a) The board of trustees of a school district or governing body of an open-enrollment charter school may sell printed instructional materials on the date the instructional material is discontinued for use in the public schools by the State Board of Education or the commissioner. The board of trustees or governing body may also sell electronic instructional materials and technological equipment owned by the district or school. Any funds received by a district or school from a sale authorized by this subsection must be used to purchase instructional materials and technological equipment allowed under Section 31.0211.

(b) The board of trustees of a school district or governing body of an open-enrollment charter school shall determine how the district or school will dispose of discontinued printed instructional materials, electronic instructional materials, and technological equipment.

(c) The board of trustees of a school district or governing body of an open-enrollment charter school may dispose of printed instructional material before the date the instructional material is discontinued for use in the public schools by the State Board of Education if the board of trustees or governing body determines that the instructional material is not needed by the district or school and the board of trustees or governing body does not reasonably expect that the instructional material will be needed. A district or school must notify the commissioner of any instructional material the district or school disposes of under this subsection.



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.10.**

**Agenda Item Title:** Approve Head Start Interagency Agreement

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** Beaumont Independent School District and the Bingman Head Start Program have maintained a long and successful Grantee/Federal relationship. The new federal mandates, which focus on effective management systems as well as quality services, require that the Grantee and Head Start Program enter into a written agreement outlining the provisions and expectations of each party.

**Recommendation:** The Board will approve the Head Start Interagency Agreement.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
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Cabinet Level Presenter's Signature

  
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\*CFO Signature (required if there is a budget impact)

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Date

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General Counsel's Signature

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Date

Beaumont Independent School  
District/ BINGMAN HEAD  
START



Interagency Agreement

11/17/2022

# BISD/BINGMAN HEAD START

## Interagency Agreement

Beaumont Independent School District and the Bingman Head Start Program have maintained a long and successful Grantee/Federal relationship. The benefits of this effective collaboration have helped provide comprehensive, quality, professional and human services to the personnel, parents and students involved in the Head Start Program.

The new federal mandates, which focus on effective management systems as well as quality services, require that the Grantee and Head Start Program enter into a written agreement outlining the provisions and expectations of each party.

The agreement reads...

**As the Grantee Agency the benefits and expectations provided to the Head Start Program include:**

- Use of buildings and grounds located at 5265 S. Kenneth Street as in-kind services with written method for allocating in-kind rental costs
- Provide all renovations as in-kind services
- Maintain said buildings and grounds to include custodial services, food services, and maintenance services personnel as in-kind
- Appoint an Executive Director and Fiscal Manager as in-kind personnel
- Provide collaborative services of the BISD Director of Food Services, Personnel, Special Services, Public Relations, Special Education, Title I, Communications, Nurses, ESL, Staff Development, Transportation and Early Childhood Supervisor
- Provide the services of a diagnostician as needed
- Pay the salaries of a PPCD teacher and two PPCD aides
- Pay the salary of the Head Start speech pathologist
- Pay the salary of the ESL aide
- Pay the salaries of fifteen Head Start teachers
- Provide pre-service and in-service training and technical assistance as needed
- Provide state and local curriculum materials and resources
- Approve Policy Council and Parent Committee officers and by laws
- Provide for Governing Body representation on Head Start Policy Council
- Provide for shared decision-making between Policy Council and Grantee Agency on the operation, governance and maintenance of the Program
- Draft a written impasse policy statement to resolve possible differences between the Governing Body (Grantee) and the Policy Council, and help reach consensus

- The Child Nutrition Department receives funding from the National School Lunch Program, which indirectly receives funds from USDA. The Nutrition department is a separate entity from the grantee and Head Start. The USDA funds received pay to support and maintain their department. These services are provided for our program and will provide a monthly printout from USDA.

**As the Head Start Program the benefits and expectations provided the Grantee Agency include:**

- Pay salaries and fringe benefits of **all** Head Start personnel with the exception of those listed above
- Write and manage the Head Start Program Refunding Grant
- Maintain and operate the daily Program in accordance with Head Start Performance Standards and Beaumont ISD Policies and Procedures
- Adhere to all District policies and procedures
- Communicate Head Start policies, procedures and standards to the Grantee Agency
- Implement a quality, comprehensive, program of services for low-income children and families
- Provide developmentally appropriate curriculum and delivery, assessment, and programming for the three and four-year-olds served
- Provide a clean, safe, environment that is conducive for learning
- Form community collaboration to extend federal, state and local funds and Services
- Report directly to the Associate Superintendent for Elementary Administration (Head Start Executive Director)
- Develop a written plan for the operation of the Head Start Program
- Collaborate with the fiscal manager to insure that Head Start funds are expended appropriately
- Provide relevant training for early childhood caregivers
- Provide parenting classes and educational opportunities for Head Start parents
- Maintain an efficient and effective system of record-keeping and reporting
- Manage human resources and monitor and appraise curriculum delivery
- Insure compliance with all federal, state and local laws
- Insure effective Program planning and maintain Program accountability
- Be proactive in increasing the visibility of Head Start in the community

**Interagency Agreement Plan Signature Page**

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**Board President**

\_\_\_\_\_  
**Date**

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**Head Start Policy Council Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Director/Principal**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date of Board Approval**



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.11.**

**Agenda Item Title:** Approve Head Start Impasse Policy

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** The Impasse Policy establishes procedures for resolving internal disputes, including impasse procedures between governing boards and policy groups. Within the Impasse Policy are the roles and responsibilities of both the Board of Trustees and the Policy Council Board.

**Recommendation:** The Board approves the Head Start Impasse Policy.

**Budget Impact\* (if applicable):** N/A

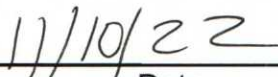
**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
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Cabinet Level Presenter's Signature

  
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Date

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\*CFO Signature (required if there is a budget impact) \_\_\_\_\_  
Date

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General Counsel's Signature \_\_\_\_\_  
Date



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## Beaumont Independent School District Bingman Head Start



Impasse Policy

11/17/2022

## **Beaumont Independent School District/Bingman Head Start**

### **INTERNAL DISPUTE RESOLUTION FOR BOARD OF TRUSTEES and HEAD START POLICY COUNCIL**

Beaumont Independent School District (BISD) Board of Trustees and Head Start Policy Council jointly have established procedures for resolving internal disputes, including impasse procedures between governing boards and policy groups.

Beaumont I.S.D./Bingman Head Start will use 1304.50 Appendix A to flow the issue or task. In the event of a disagreement or problem, the Board of Trustees, Policy Council, and administrators will follow the Beaumont I.S.D./Bingman Head Start Mediation and Impasse Procedure.

#### **ROLE AND RESPONSIBILITIES OF THE GOVERNING BOARD**

The governing board's general responsibility (i.e., legal and fiscal responsibility) is to ensure that the Head Start program is administered in accordance with federal, state and local regulations. Also included as a part of the board's responsibility is the authority to establish a Head Start Policy Council with appropriate parent and community representation. It is the Board's responsibility to ensure that the Policy Council acts in accordance with Head Start standards and that Policy Council approval is obtained in all actions where approval is required prior to implementation of local agency policy.

#### **ROLE AND RESPONSIBILITIES OF THE POLICY COUNCIL**

The Policy Council's major responsibility is to ensure that the concerns of Head Start parents are adequately addressed. Its existence insures a system of checks and balances whereby a formal structure is provided for parent involvement in decision-making activities. The Policy Council should be consulted in the decision-making process prior to seeking approval. If they do not approve, the proposal cannot be adopted or action taken, until agreement is reached.

This procedure was developed and formally adopted on a proactive basis. Therefore, the Beaumont I.S.D./Bingman Head Start will follow the procedure in the successive steps that follow:

#### **STEP-I**

- A. If the Head Start Director, Executive Director, Policy Council and/or Board of Trustees fail to reach an agreement during the shared decision-making process the following should take place

1. Head Start Director, Executive Director, Board and Policy Council should work cooperatively to identify and diagnose issues, problems, disagreements or concerns.
2. Develop a plan or series of alternative plans to solve the issue, problem, disagreement or concern.
3. Choose the best plan from a series of alternative solutions or plans.
4. Evaluate the success or outcome of the chosen plan.
5. If an agreement cannot be met precede to Step II.

B. The decisions that are made by the Board of Trustees, Policy Council, Head Start Director, and Executive Director will affect the quality of the Program, the effectiveness of the operation, the amount and the quality of community support. It is therefore essential for all involved in the shared decision-making process to understand their role and responsibility.

## **STEP-II**

A. Voluntary Negotiation

1. Beaumont I.S.D./Bingman Head Start will submit issues, problems or concerns to voluntary negotiation after dispute has failed through the shared decision-making process.
2. The Policy Council will select two representatives and the governing board will select two representatives to meet with the assistance of an outside person, or a professional consultant, who has Head Start knowledge to try to solve the issues, problems or concerns.
3. Within ten days, the Policy Council will hold a special meeting for consideration of the volunteer negotiators' proposed decision or action.
4. If an agreement cannot be met and an impasse occurs, proceed to Step III.

## **STEP-III**

Where there is impasse between the Board of Trustees and the Policy Council, notification must be made to the ACF Regional Office within ten days of knowledge of the impasse.

The Regional Administrator or his/her designee will hold one or more meetings that the Grantee's Executive Director, the Head Start Director, the Board of Trustees' Chairperson and the Policy Council Chairperson will be required to attend. The purpose of the meeting is to resolve the issues to the mutual satisfaction of both parties and avoid the possibility of adverse action. If the meeting(s) is not successful in resolving the issue, the Grantee should, within ten days, submit the dispute to a professional mediator.

1. The Policy Council will designate two members to a mediation panel within 14 days.

2. The Board of Trustees will designate two members to a mediation panel within 14 days.
3. The Regional Office will provide assistance in selecting a professional mediator.
4. The fifth member of the panel will be selected by the four members of the panel. He/she will be the chairperson of the mediation panel and will be an impartial person of good reputation and standing.
5. The professional mediator will set the guidelines and criteria for the mediation panel, whose duty it is to resolve the issue in dispute as expeditiously and fairly as possible at the minimum expense to the parties involved.
6. The mediation panel will notify the Policy Council, the Grantee Board and the Regional Office within ten (10) working days of its binding decision on issues of impasse.

### **Cost Incurred**

Cost incurred in mediation will be absorbed in accordance with the cost principle of accounting for Head Start.

### **Statement of Commitment**

If, in the event impasse meetings and/or mediation become necessary, the parties are committed to cooperate fully, respect the process and each other, and work diligently with the established panel in an effort to resolve differences. The process represents the true spirit of Head Start and thus, both reflect the tenets of the regulation.

**Impasse Policy Signature Page**

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**Board President**

\_\_\_\_\_  
**Date**

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**Head Start Policy Council Chairperson**

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**Date**

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**Head Start Director/Principal**

\_\_\_\_\_  
**Date**

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**Approval Date**



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.12.**

**Agenda Item Title:** Approve Head Start Shared Decision-Making Process

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** As stated in the Head Start Performance Standards, Bingman Head Start has outlined a formal structure of shared governance for the Beaumont Independent School District's Head Start Program which ensures that Board, Policy Council, program parents, staff and community can be actively involved in giving input and making decisions for the Head Start program. This is our formal Shared-Decision Making Process document.

**Recommendation:**

**Budget Impact\* (if applicable):** N/A

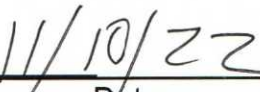
**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
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Cabinet Level Presenter's Signature

  
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\*CFO Signature (required if there is a budget impact)

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Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



# Beaumont Independent School District / Bingman Head Start



Shared Decision-Making Policy

11/17/2022

**Beaumont Independent School District  
Bingman Head Start**

**Shared Decision-Making Plan**

As outlined in the Head Start Performance Standards, Bingman Head Start has established a formal structure of shared governance for the Beaumont Independent School District's Head Start Program which ensures that Board, Policy Council, Program parents, staff and community can be actively involved in giving input and making decisions for the Head Start program. Responsibilities fall into three general areas, Program Planning, General Procedures, and Human Resources, as delineated below. Planning, implementation and oversight of the Head Start program are given to three formal groups, each with different types of responsibility:

- Governing Board
- Policy Council
- Head Start staff

**General responsibility** – the group with the legal and fiscal responsibility that guides and oversees the carrying out of the functions described through the individual or group given operating responsibility.

**Operating responsibility** – the individual or group that is directly responsible for carrying out or performing the functions consistent with the general guidance and oversight from the group holding general responsibility.

**Must approve or disapprove** – the group that must be involved in the decision-making process prior to the point of seeking approval. If it does not approve, a proposal cannot be adopted, or the proposed action taken, until agreement is reached between the disagreeing group.

**Determined locally** – Functions as determined by the local governing body and in accordance with all Head Start regulations.

**Part 1 – PROGRAM PLANNING**

**Required Functions**

1. Procedures for program planning, (1301 and 1302.102 shown on Appendix A )

Who does what?

- The **Board Liaison** and **Policy Council** will be involved in the decision making process prior to giving approval and must approve or disapprove:
  - Procedures for planning
  - The philosophy and goals
  - All funding applications and amendments to those applications
  - Criteria for defining the recruitment, selection and enrollment of families
  - Policy Council/Parent Committee reimbursement

- o Annual self assessment
- The **Governing Board** will Direct the **Board Liaison** to work with **Head Start staff** to complete the following tasks then make recommendations to the Board for final approval of the items at the Board meeting:
  - o Annually review the procedures and timelines for program planning
  - o Annually review the Head Start philosophy and goals to ensure they support the vision and broad goals of our Head Start Program and meet the fiscal and programmatic intent of the annual Head Start grant application.
  - o Annually review suggestions and supporting materials from staff and Policy council related to adopt the recruitment, selection, and enrollment criteria for Head Start families.
  - o Annually review materials that report progress on goals, enrollment, self assessment and community assessment information to assist with the planning process by posing questions and offering suggestions.
  - o Review, approve, and submit to the Chair of the Governing Board all funding applications and amendments to applications for the Board, bringing concerns to the full membership if they arise. An application summary will be presented to the Board by the Board Liaison at the next regular meeting.
  - o Annually review the reimbursement policy and rates for expenses related to participation on Policy Council, governance activities and committees.

## **Part 2 – GENERAL PROCEDURES**

### **Required Functions**

1. The composition of the Policy council and the procedures by which policy group members are chosen. (1301.3)

### **Who does what?**

- The **Head Start Director** will see that the PC bylaws are reviewed annually and that the current composition of PC matches the Bylaws. If changes to the Bylaws are recommended by PC, the Head Start Director will share their suggestions with the Board Liaison. If the Board Liaison has suggestions to offer, the Head Start Director will share them with the Policy council for consideration.
- The **Governing Board Liaison**, acting for the Board and **Policy Council** will review the Policy Council Bylaws annually and approve changes necessary, especially related to composition of Policy Council and how members are chosen. The Governing Board Liaison will facilitate inclusion for the consideration of all Board Liaison recommendations as a Board agenda item for the Board meeting at which the annual Head Start report is presented.
- The Governing Board will ask that the Board Liaison annually review the bylaws and new PC member list in order to provide any needed guidance and establish that elections were held as outlined by the Bylaws. The Liaison will

make recommendations for Board action on required items at Board meetings. Authority for other functions related to the composition and formation (total size and the procedures for election of parent and community members) of the Policy council is ceded to the Policy Council. (1304.50(b)(1))

*See Policy Council Bylaws*

2. Grantee agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program. (1301.2)

**Who does what?**

- The **Executive Director** and the **Head Start** Director will develop written policies about Board roles and responsibilities related to management procedures and functions necessary to implement a high quality Head Start program and support other Beaumont Independent School District programs
  - The **Board Liaison** will provide the **Governing Board**, as appropriate, opportunities to give input on roles and responsibilities related to management and oversight of the Head Start program.
  - The **Governing Board** guides and oversees the establishment and implementation of policies related to Board roles and responsibilities, management procedures and functions necessary to implement a high quality program. Board members must understand the Head Start philosophy and the role of parents and the Policy council in the head Start shared governance structure, including the need to secure approval of policies and procedures by the Policy Council.
3. The Board and the Policy Council will develop procedures that outline shared decision making and implement these procedures to effectively provide guidance for the Head Start program.

**Who does what?**

- The **Board Liaison** and **Head Start Director** help develop, plan for and implement the processes established by the Board for shared decision making.
  - The **Governing Board** and **Policy Council** must be involved in the process of establishing/revising the procedures for shared decision making and must also give formal approval or disapproval of the procedures.
  - The **Governing Board** guides and oversees the establishment and implementation of the process for shared decision making. The Board directs **Policy Council** and the **Board Liaison**, to develop/revise general procedures that support involvement of all invested groups.
4. Each grantee and Policy Council jointly must establish written procedures for resolving internal disputes, including impasse procedures between the Board and Policy council (1301.6)

**Who does what?**

- The **Head Start Director** will work with the **Board Liaison** and **Policy Council** to annually review and revise as needed, the internal dispute resolution procedure and implement this procedure should it become necessary because of a disagreement between the Board and Policy council. The **Board Liaison** recommends agenda items for the Board meeting at which the Head Start Director presents the annual Head Start report.
- The **Board Liaison** and **Policy Council** annually review and revise as needed the procedure resolving internal complaints including an impasse between the two groups. The Liaison will bring a recommendation for changes and/or approval to the Board at their fall meeting where a formal vote will be taken. **Policy Council** will also formally vote to approve or disapprove the Policy annually.
- The Governing Board guides and oversees the establishment and implementation of internal dispute resolution and impasse procedures.

*See Policy Council Bylaws*

5. Procedures will be established and maintained for hearing and resolving community complaints about the program.

**Who does what?**

- The **Head Start Director** will work with the **Board Liaison** and members of Policy council to annually review and revise as needed, the procedure for resolving community complaints. The **Head Start Director** will implement this procedure if it becomes necessary because a complaint cannot be resolved at the program level.
  - The **Board Liaison** and **Policy Council** annually review and revise as needed the procedure for resolving community complaints. The Liaison will bring a recommendation for changes and /or approval to the Board at their fall meeting where a formal vote will be taken. **Policy Council** will also formally vote to approve or disapprove the Policy annually.
  - The **Governing Board** authorizes the **Board Liaison** to act on their behalf in the review and revision of the procedure for hearing and resolving community complaints and to bring a recommendation for approval to the fall meeting of the entire Board. They also direct the Agency Director to assist with the process as needed.
6. Grantee agencies will ensure that appropriate internal controls are established and implemented to safeguard Federal funds in accordance with 1303.11.

**Who does what?**

- The **Head Start Director** along with the **Executive Director** will develop policies and training about Board responsibilities related to appropriate internal controls necessary to implement a high quality Head Start program and support other Beaumont Independent School District Programs.
- The **Board Liaison** will guide and oversee the establishment of, training about and implementation of internal controls.

- The **Policy Council** has no responsibilities for this requirement.
7. The annual independent audit will be conducted in accordance with 1303.3 (45CFR part75).

**Who does what?**

- The **Fiscal Officer** will participate in arranging the audit as determined by the Governing Board. The **Head Start Director** will provide information as needed for audit of the Head Start program.
- The **Governing Board** will guide and oversee the audit process so it is carried out and they receive the final report from the auditor. In addition, they will direct and monitor any corrective actions necessary.
- The **Policy Council** has no responsibilities for this requirement
- Bingman Head Start will conduct an annual self assessment. Results will be shared with the Board and Policy Council.

**Part 3 – HUMAN RESOURCE MANAGEMENT**

**Required Functions**

1. Program personnel policies and subsequent changes to those policies, in accordance with 45 CFR 1301.31, including standards of conduct for program staff, consultants and volunteers. (1302.9)

**Who does what?**

- The **Governing Board** will review and approve all Beaumont Independent School Districts Personnel Policies. The **Board Liaison**, acting for the Board and **Policy Council** will review all drafts/changes to all personnel policies affecting Head Start employees, including Standards of Conduct and recommend changes as an element of the development process. PC and Board will approve / disapprove the final policies.
- The **Governing Board** directs the **Personnel Director** and whomever she/he selects to develop general personnel policies which meet applicable state and federal regulations. The **Head Start Director** in turn will review and update Head Start policies to meet Head Start Performance Standards.

*See Beaumont Independent School District Personnel Policies.*

2. Decisions to hire or terminate the Head Start Director.(1302.91)

**Who does what?**

- The **Governing Board** and **Policy Council** will approve or disapprove, after involvement in the process, the termination or hiring of the Head Start Director.

- The **Board Liaison** will direct the process for termination of the Head Start Director, should it be needed and will supervise the development of a plan for recruitment and selection of a new Head Start Director.
- The **Governing Board** directs the **Board Liaison** to manage the process for termination or hiring of an Head Start director as needed, including planning for involvement of Policy council and approval of the Region VI office.

*See BISD Personnel Policies*

3. Decision to hire or terminate any person who works primarily for the Head Start program. (1302.91; 642(c)(2)(D) of the Head Start Act)

**Who does what?**

- The **BISD Personnel Director** and the **Board of Trustees** oversee the process for hiring or terminating Head Start staff according to Beaumont ISD Personnel Policies and the Head Start Performance Standards. The **Head Start Director** consults with the campus based Personnel Committee consisting of one policy council parent and one community representative.
- **Policy Council** will approve or disapprove, after involvement in the process, the hiring or termination of anyone who works primarily for Head Start.
- The **Governing Board** guides and oversees personnel hiring and termination procedures to ensure they are carried out to meet applicable state and federal laws and meet Head Start Performance Standards.

*See procedures outlined in the Policy Council Bylaws and BISD Personnel Policies.*

**Shared Decision-Making Policy Signature Page**

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**Board President**

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**Date**

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**Head Start Policy Council Chairperson**

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**Date**

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**Head Start Director/Principal**

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**Date**

\_\_\_\_\_

**Date of Board Approval**



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.13.**

**Agenda Item Title:** Approve the Training and Technical Assistance Plan (T/TA ) Plan

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** Part of the refunding application/renewal process is documenting training/technical needs that support the quality of the program. The refunding application includes \$44,433.00 in funds to support training, technical, and program needs. With these funds we are able to offer training to all managers, a web-based management system, assessment instruments, professional development, and consultants to support the Head Start program's needs.

**Recommendation:** The Board approves the Training and Technical Assistance Plan.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



# Beaumont Independent School District/ BINGMAN HEAD START



Training and Technical Assistance Plan (T/TA Plan)

11/17/2022

Beaumont ISD/Bingman Head Start  
Training and Technical Assistance Plan  
2022-2023

# **TRAINING AND TECHNICAL ASSISTANCE PLAN**

**2022-2023**

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

## BACKGROUND INFORMATION

### Beaumont ISD/Bingman Head Start Beaumont, Texas

The Bingman Head Start family takes pride in its school's record. Students, parents, teachers, and program initiatives have been recognized for excellence. Bingman, formerly Southerland, has been a part of the State's mentor network and was named among the "Best in Texas" for its quality in programming, curriculum, and early childhood practices. The School has been a recipient of many grant awards and collaborative partnerships, which helped expand its services to children and families.

Bingman Head Start is fully accredited by the Texas Education Agency and offers a quality education for its students. The school also provides a variety of content area services for children and families, and parents are involved at every level of the program. The school's collaborative efforts with Lamar University, Legacy, the Library System, and many other agencies allows for maximum community involvement. The extended day and extended year programs (after-school and summer school) allow the provisions of quality services, year round transition services, and supports are provided to all students to include those with disabilities.

Five hundred ten (510) three- and four-year-old students attend classes. Each class is led by early childhood specialists and CDA qualified assistants. Bilingual/ESL, speech and language classes are offered. The Head Start Content Areas – Early Childhood Development and Health Services, Family and Community Partnerships, Program Design and Management – offer a comprehensive program of systems and services, both individually and collaboratively for its students, parents, and staff. Ninety-two full time employees, parent volunteers, paid and non-paid community and student volunteers, and contracted service personnel comprise the Head Start service providers.

The attached Training and Technical Assistance Plan was developed using the P3 process developed by Booz Allen Hamilton in collaboration with the Region 6 office to meet the unique needs of grantees with a focus on developing a high-quality T/TA Plan, which included parameters that would establish accountability and measurability. The Training and Technical Assistance Specialist worked in collaboration with Beaumont ISD/Bingman Head Start and the management team to develop a comprehensive plan, which highlights the unique needs of the program and the community in which the program operates. The Training and Technical Assistance Plan covers areas that were addressed in the Grantee Profile, Grantee Needs Assessment (Probe) as well as information taken from the program's Self Assessment, Community Assessment, Program Plans, School Readiness Goals, and collaborative meetings with the management team

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
 Training and Technical Assistance Plan  
 2022-2023

<b>GRANTEE</b>	<b>Beaumont ISD – Head Start</b>
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**General Information**

Mailing Address	3395 Harrison Ave Beaumont, Texas 77706	Main Contact	Ms. Carolyn Little
		Title	Head Start Principal/Director
Office Number	409-617-6200	Mail Contact Email	<a href="mailto:clittle@bmtisd.com">clittle@bmtisd.com</a>
FAX Number	409-617-6203		
Overall Vision for Growth: Beaumont ISD – Head Start will implement an exemplary Head Start Program that follows the overall philosophies and procedures mandated by the Administration for Children and Families(ACF) and dictated by the Head Start Performance Standards.	Resources Available: Head Start Funding Community Partners Beaumont Independent School District T/TA Specialist	Consultants ChildPlus Technical Assistance Southeast Cluster Coaches	
Strengths: <ol style="list-style-type: none"> <li>1. School District collaboration and support</li> <li>2. Community partnerships and involvement</li> <li>3. Highly-qualified teachers</li> <li>4. Trained support staff</li> <li>5. State-adopted curriculum</li> <li>6. Numerous success stories</li> <li>7. Positive school climate</li> <li>8. Clear mission/goals/charge</li> <li>9. Focus on education</li> <li>10. Safe/orderly/customer-friendly environment</li> </ol>	Growth Areas to be addressed: <ol style="list-style-type: none"> <li>1. Program Governance</li> <li>2. Planning</li> <li>3. Record Keeping/Reporting</li> <li>4. Prevention and Early Intervention</li> <li>5. Family Partnerships</li> <li>6. Child Outcomes</li> <li>7. Curriculum and Assessment</li> <li>8. On-Going Monitoring</li> <li>9. Human Resources</li> <li>10. Parent involvement</li> <li>11. Facilities and transportation</li> </ol> Ongoing Professional Development to be addressed: <ol style="list-style-type: none"> <li>1. Prevention/Early Intervention</li> <li>2. Disabilities</li> <li>3. Human Resources(<i>Ongoing Training and Development</i>)</li> <li>4. Health/Nutrition/Mental Health</li> <li>5. Child Growth and Development(<i>How Children Grow/Learn</i>)</li> <li>6. School Readiness</li> <li>7. Coaching Needs</li> <li>8. Parent Education</li> </ol>		

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

## ACTION PLAN

Growth Area or Ongoing Professional Development Identified	Performance Standards to be addressed	Additional information gathered	Outcomes
Program Governance	1301.5 Program Governance	<p>Training to the governing managers, policy council, and parent committees on individual and collective roles and responsibilities and shared governance would enhance their leadership roles in the program.</p> <p>Documentation of training events and information shared will be top priority.</p>	The Board of Managers and the Policy Council will be able to increase understanding and be able to articulate their individual and collective roles and responsibilities as it relates to shared governance.
ERSEA	1302.11 Determining community strengths needs and resources	Beaumont ISD – Head Start is actively seeking further involvement with the Jefferson County Emergency Management Team and the District to keep abreast of all Emergency Preparedness Plan updates	<p>Continually updating Emergency Preparedness Plans (C)</p> <p>Grantee has established a Safety and Security Team to help identify potential issues.(C)</p>
ERSEA	1302.12 Determining, verifying, and documenting eligibility	According to the new Performance standards, a program must establish written policies and procedures that describe all actions taken against staff that intentionally violate federal and program eligibility determination regulations that are not eligible to receive Head Start services.	The director with the assistance of the Center Assistant and consultant to establish a policy on violating eligibility determination regulations.
Education and Child Development Program Services	1302.33 Child screening and assessments	Beaumont ISD – Head Start current curriculum includes alignment of State Pre-K guidelines as well as the Head Start Early Learning Outcomes Framework within the newly readopted Frog Street Press curriculum. The new curriculum includes training and support in developing class observation skills and anecdotal record collection.	Classroom teachers and management team’s observation skills will be improved through training and technology improvements. This will result in a better understanding and implementation of child outcomes resulting in reachable School Readiness Goals. The Education Coordinator, along with the Education

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
 Training and Technical Assistance Plan  
 2022-2023

			Advisory Committee, will monitor and evaluate to ensure the child outcomes assessments are aligned within the curriculum. (C)
Education and Child Development Program Services	1302.34 Parent and family engagement in education and child development services.	According to the Performance Standards a Parent Education program must be in place.	We use the Conscious Discipline Parent Program with resources from CLI on developing Parenting Skills.
Health Program Services	1302.42 Child health status and care	Beaumont ISD – Head Start struggles with maintaining compliance with the mandated 90 day timelines for children due primarily in part to the shortage of doctors and dentists in Jefferson County willing to take Medicare. In addition, there is a low percentage of parents participating in health workshops and/or training, as well as parents not feeling the urgency for updating their children’s health records on a timely basis.	A consortium of qualified pediatric doctors and dentists who will accept Medicaid or provide services to Head Start families on a reduced-fee basis.  Parents, through ongoing training, will understand the importance of well-child check-ups, the critical need for updated health records and attendance.
Health Program Services	1302.46 Family support services for health, nutrition, and mental health.	Provide training for parents as well as students on various health issues including medical & dental health, first aid, environmental hazards, home safety practices, nutritional values, healthy pregnancy, mental health, health insurance, social/emotional well-being, as well as vehicle and pedestrian safety.	Health advisor along with the management team will add these training events into our Year at a Glance calendar.
Health Program Services	1302.47 Safety Practices	Monitoring plan established to ensure the facilities inside and outside are in good condition and following safety requirements.  Staff must receive safety protocol training annually.	A monitoring plan is in effect and monitored regularly as well as a Safety team to check periodically.  Staff receive Safety protocol training during In-Service days prior to the first instructional day.
Family and Community Engagement Program Services	1302.50-53 Family Partnerships	The Family Partnership Agreement is used to document goals for the Head Start families. Management staff would like additional training on the identification of strengths, goals, and needs as Beaumont ISD – Head Start moves families to	Family Service Workers will be able to better help parents identify what their strengths, needs, and goals are for themselves and their children. Staff will understand partnership building is everyone’s responsibility.

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
 Training and Technical Assistance Plan  
 2022-2023

		self-sufficiency. Improvement upon these core elements strengthens the collaborative relationship between staff and parents. There is a need to improve the communication process between Family Services and the teaching staff to ensure that information is shared in a timely manner and that the provision of family services is integrated throughout all content areas.	A communication process has been developed and implemented that ensures critical family information is channeled to all program staff who need to know. With change of staff within the department, this will continue with our T/TA assistance. (C)
Services for Children with Disabilities	1302.60 Services for Children With Disabilities	Annual training is provided to staff on Disabilities. Additional training to staff regarding how to work with special needs children.	All staff will continue to be trained on disabilities. (C)
Services for Children with Disabilities	1302.63 Coordination and collaboration with the local agency responsible for implementing IDEA.	All programs must work to develop interagency agreements with the grantee for implementing IDEA to improve service delivery to children eligible for services.	The Special Education department and our program will work diligently to maintain/update an interagency agreement.
Transition Services	1302.71 Transitions from Head Start to Kindergarten	Management staff recognizes the need to access, analyze and provide students with the optimal learning environment as stated in "No Child Left Behind" as well as within the Head Start Act (in reference to the Head Start Early Learning Outcomes Framework) to ensure students are Kindergarten ready. In addition all stakeholders must be involved in the development and implementation of all School Readiness Goals.	Staff will adequately access, analyze and provide students with the utmost optimal learning environment possible. In addition, teaching staff will be trained on the alignment of student assessments for quality and appropriate child outcomes as they drive our School Readiness Goals. Parents, community representatives, governing bodies, and other staff members will be adequately involved in the process.
Human Resources Management	1302.90 Personnel policies	According to the Performance Guidelines, a program must conduct the complete background check for each employee, consultant, or contractor at least once every five years.	Our grantee participates in an ongoing state system with notifications if the status of any employee changes.
Human Resources Management	1302.92 Training and professional development	A concentrated effort will be put forth to educate our instructional staff in the CLASS monitoring observation tool. All	Our Education Coordinator certified as a Trainer of Trainers in order to have an adequate number of personnel

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
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 2022-2023

		classrooms will be monitored and provided assistance to increase knowledge and skills in CLASS expectations.	trained in CLASS procedures. Second round of trainings in CLASS for Classroom teachers The Instructional Coach has become a Trainer of Trainers. She will assist teachers through CLASS monitoring and mentoring.
Human Resource Management	1302.92 Training and professional development	A Practice Based Coaching	A coaching process, to include PBC and Teachers Learning and Collaborating (TLC) training is in place with Education Coordinator and Instructional Coach.
Human Resources Management	1302.92 Training and professional development-	Beaumont ISD / Bingman Head Start provides pre-service and training/development opportunities for its staff and volunteers for any initial, ongoing or professional development.	Staff and volunteers will be able to increase their knowledge and skills required to fulfill their job responsibilities. (C)
Program Management and Quality Improvement	1302.101 Management System	Currently, a combination of an automated report (excel spreadsheet, PIR) and ChildPlus data is being used for some content areas of the Head Start program, but there are many manual tracking systems that are still in place. These manual record-keeping systems are cumbersome and time consuming and place limitations on production of good accurate and timely reports and management of programmatic information, and child and family data. The lack of a fully-automated record-keeping system impacts on-going monitoring. This is an ongoing learning process of moving from manual to automation for efficiency and accuracy.	To have an efficient and effective record-keeping and reporting system our program switched to ChildPlus to produce specific reports in key programmatic areas, as well as components for serving children and families. Staff will continue to proceed w/perfecting the data entry to produce the needed documentation. (C)  Our program utilizes ChildPlus Management Software.
Program Management and Quality Improvement	1302.102 Program Management	Monitoring will continue to ensure children's safety while at school. Security cameras have been placed and monitoring protocol has been updated to help with monitoring students in the hallways.	The school will continue to practice safety protocol and drills to secure student safety.

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
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Transportation	1303.71 Vehicles	Partnering with the school district to provide state-of-the art buses for transporting students to and from schools.	The grantee provides the buses to transport our students while we pay for mileage.
Transportation	1303.72 Vehicle operations	Drivers meet all state and federal guidelines	Drivers all have a current CDL, meet all requirements, and attend various training sessions by the grantee.

Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost	Timetable	Evaluation
Program Governance	*Effective program governance	Prepare and present brochure on Program Governance, outlining the duties and responsibilities of governing body members	Head Start Director	*Program Specialists *Program Managers	\$1000 printing	September (annually)	Informed governing body members (C)
Program Governance	*Effective program governance	Contract with a consultant experienced in team building to address entire staff	Head Start Director	*Head Start Director *Consultant	\$1000	August	*Participant evaluations *Participant sign-in rosters *Completed seminar
Record Keeping and Reporting	*Effective and efficient record keeping *Fully automated record keeping	Implement a fully automated record keeping system (ChildPlus) for the production of accurate and timely management of records and information.	*Technologist *Head Start Family Workers *Program Managers *Data Clerks	*Computer software yearly license	\$13,500 Yearly license	Annually, June	ChildPus operational (C)
Family Partnerships	Effective and productive partnership agreements	Train selected staff to identify strengths, goals and needs. Ensure continuous contacts between Family Service Workers and teaching staff.	*T/TA Specialist *Family Service Workers *Center Assistant	*T/TA Specialist *Consultants	\$1000	November,	*Self-sufficient families *Better communication between staff members (C)

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
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Child Outcomes	Effective implementation of appropriate technology to provide better child outcome procedures.	Provide training in the time management of LAP screening and CLI engage assessment information to mainstream / shorten assessment time.	*Education Coordinator *Consultant	Red-e-learner (Kaplan) software	\$6000 Annual licensing for Kaplan software.	June,	*Observational checklist *Student assessment data (C)
Child Outcomes	Effective utilization of appropriate curriculum to support child outcome procedures	Implement the use of curriculum in all classrooms. Provide updated training for all classroom staff.	*Teachers *Instructional aides	*Consultants *Staff Leaders	\$2,000	August,	*Competent teachers *Improved student achievement(C)
Curriculum and Assessment	Students will receive an optimal learning environment as stated in "No Child Left Behind."	All classroom teachers will take part in CLASS training. The Education Coordinator has become a Class instructor and is able to train for our program.	*Head Start Director *Education Coordinator	*Education Coordinator *Director	\$2,500	October,	*Six weeks assessments *Teacher behavioral checklist *Child Outcomes data (C)
Curriculum and Assessment	Students will receive an optimal learning environment as stated in "No Child Left Behind."	CLASS reliant coaches and staff will need to recertify annually	*Education Coordinator	*Education Coordinator * Coachers *Others	\$600	May	* Taking the annual reliant retest.
Human Resources	Three classroom teachers will except the additional responsibilities of mentoring/coaching	Coaches will be required to observe, meet with mentees, do required paperwork, and turn in reports.	*Director *Education Coordinator *Consultant *Beaumont ISD	Documents Time		June,	*documentation

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
 Training and Technical Assistance Plan  
 2022-2023

Human Resources	Instructional staff will receive coaching throughout the year	Time will be provided for the designated coaches to observe in classrooms. Schedule will be monitored to work with coverage of rooms	*Director *Secretary *Education Coordinator	Substitutes, stipends, and professional development	Grantee and regular grant funds	Sept,	Work flow
Transportation	Provide safety belts and car seats for safe transportation.	Provide training for all stakeholders on Bus apparatus and safety protocol.	*Head Start Director *Transportation Coordinator	*Regular grant funds *T/TA funds		August,	Safe transport of students to and from school. (C)
Health	Provide competent, efficient health services for all students	Train parents and staff in the care of students with special needs or health issues such as asthma, obesity, nutritional needs, seizures, etc.	*Head Start Director *Head Start Nurse *Program Managers	*Grant funding *Local funding	\$1000	August,	*Special needs folders in health office *Reported on monthly report of Nurse (C)
Ongoing Monitoring	Effective and efficient Program monitoring	Monitoring schedule and reporting to maintain effective program	*Head Start Director *Management Team	*Monitoring Plan format *Listing of everything monitored	0	June,	Completed monitoring plan
Record Keeping / Reporting	Establish and maintain a record keeping system that provides for accurate and timely information about children's health status.	Revise the application process to ensure completeness of health information and monitoring of student needs whether it is immunizations, dental follow-ups, medical/dental referrals, or any other medical needs.	*Head Start Nurse *Head Start Nurse's Assistant *Family Workers *Center Assistant	*List of Providers *Monitoring Tools *Beaumont Health Department	\$1000	Ongoing	*Records reflecting completed student screens and other required medical needs. (C)

Sub Total: \$29,600

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
 Training and Technical Assistance Plan  
 2022-2023

**T/TA Plan for Specific Strategies**

Strategies that require T/TA (Taken from one-year-plan)	Proposed Training	Proposed Technical Assistance	Responsibility Party	Estimated Cost	Frequency	Time-frame for completion	Outcome
Provide CPR / First Aid training for all Head Start Assistants	First Aid CPR	Trainers	*Head Start Nurse *Nurse's Assistant	\$2000	Yearly	Ongoing	Trained Workers
CDA – Initials & Renewals	CDA renewal packets for classroom aides and/or any new assistants	Teacher Advisors	Head Stat Curriculum Coordinator	\$3,000	Every three years		Trained Workers

**Ongoing Training**

Training Type	Content Area	Performance Standard	Frequency	Provider	Estimated Cost	Responsible Person(s)
Head Start Performance Standards	Human Resources	1301	Annual/Ongoing	Consultant	1000.00	Head Start Director
Policies and Procedures	Human Resources	1302.90HR Management	Annual /Ongoing	Management Team	0.00	Head Start Director
Confidentiality and Code of Ethics	Financial and Administrative Requirements	1303.21Program procedures	Annual	HS Director	0.00	Head Start Director
Nutrition	Health Program Services	1302.44 – Child Nutrition	Annual	Consultant	0.00	Health Coordinator
Medication Administration and Daily Health Checks	Health Program Services	1302.42 Child health status and care	Annual	Health Coordinator	\$ 1000	Health Coordinator
Child Abuse and Neglect	Prevention / Early Intervention Human Resources	1302.90 Child Health and Safety	Annual	Consultant	\$1000	Education and Family Partnership Coordinator

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
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 2022-2023

Substance Abuse	Prevention / Early Intervention	1302.47 & 1302.52	Annual	Community Partner	\$1000	Education and Family Partnership Coordinator
Transportation and Safety	Transportation	1303.74 Transportation	Annual / Ongoing	Transportation Coordinator	\$0	HS Director/ Transportation Coordinator
Classroom Management / Teaching Strategies	Human Resources in Collaboration w/ Region VI HS Programs	1302.92	Annual / Ongoing	THSA annual conference	\$0	All Managers
Classroom Management/Teaching Strategies	Collaboration w/ T/TA Specialist	1302.31	Annual/Ongoing	CLASS training	\$1000	Education Coordinator
Roles and Responsibilities	Program Governance	1301 Governance	Annual / Ongoing	HS Director Consultant	\$0	HS Director
Shared Governance	Program Governance	1301 Program Governance	Annual / Ongoing	HS Director Consultant	\$1333	HS Director
Mental Health and Behavior	Prevention / Early Intervention	1302.46 Child Mental Health	Annual / Ongoing	Mental Health Coordinator Consultant	\$1000	Mental Health Coordinator
Disabilities Training	Early Childhood Development/Health Services	1302.60 Disabilities	Annual / Ongoing	Disabilities Coordinator Consultant	\$1000	Disabilities Coordinator
Technology Training	Record Keeping / Reporting	1302.101 Management Systems	Annual / Ongoing	Technology Coordinator	\$0	Technology Coordinator
Family Partnership Building	Family/Community Partnerships	1302.52 Family/Community Partnerships	Annual / Ongoing	Staff Consultant	\$1,500	Parent Involvement Coordinator

Sub Total: \$14,833  
 Grand Total: \$44,433

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

Beaumont ISD/Bingman Head Start  
 Training and Technical Assistance Plan  
 2022-2023

**Personnel, Consultants and Partners contribution to T/TA Plan**

Name	Status with Grantee (X)				Title	Number of hours spent working on the plan	Number of hours planned for implementation	Signature
	Employee	Partner	Consultant	Parent				
Carolyn Little	X				Principal/Director Program Design/Mgmt.	36.0		
Alicia Doss	X				Mental Health	4.0		
Amy Knox	X				Health Coordinator	4.0		
Stacy Brown	X				Transportation Coordinator	4.0		
Ashley Lockhart	X				Parent Involvement Coordinator	2.0		
Dr. Alicia Doss	X				Family Community Partnership Specialist	4.0		
LaKeisha Carter Valencia Greenwood	X				Early Childhood Development and Health Services Specialist	4.0		
Judy Hamilton			X		T/TA Specialist	0		

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue

## Training and Technical Assistance Plan 2022-2023

\_\_\_\_\_ Date

Board of Trustees, Chairperson

\_\_\_\_\_ Date

Head Start Policy Council, Chairperson

\_\_\_\_\_ Date

Head Start Principal/Director

\_\_\_\_\_ Date of Board Approval

(A) Accomplished

(NA) Not Accomplished

(C) Continue

(D) Discontinue



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.14.**

**Agenda Item Title:** Approve the Head Start Administrative Monitoring Plan

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** In order to assure the Federal Government that the Head Start Program is providing the best program possible, a monitoring plan must be established annually that demonstrates how all content areas of the Head Start program are monitored and documented.

**Recommendation:** The Board approves the Administrative Monitoring Plan.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



# Beaumont Independent School District / Bingman Head Start



Administrative Monitoring Plan

11/17/2022

OBJECTIVES

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN ACCOMPLISHED BY

Office Operations – Director, Secretary, Social Services Staff, Education Coordinator, Social Worker	X	X	X	X	X	X	X	X	X	X	X	Director
Hire New Staff	X	X	X	X	X	X	X	X	X		X	Director, Policy Council, BISD Human Resources
Mail/Email Eligibility Letters to Parents								X	X	X	X	Social Service Coord
Pre-Service Staff	X											Director, Education Coordinator, BISD Staff Development Department, Consultants
Parent Orientation								X	X	X	X	Social Services, Health Services
Home Visits	X	X						X	X			Teachers, Assistants, Support Staff
Policy Council Meetings – monthly documents for review: Budget, managers reports, PI/IM announcements, attendance		X	X	X	X	X	X	X	X	X		Director, Social Services Coord., Parent Liaison
Parent Education Meetings (centered around curriculum – home/school connection)		X	X	X	X	X	X	X	X	X		Education Coordinator, Instructional Coach
Parent Committee Meetings (parent needs – from parent questionnaire)		X	X	X	X	X	X	X	X	X		Social Services Coordinatort, Parent Liaison
Education Meetings/Training (teachers)	X	X	X	X	X	X	X	X	X	X		Education Coordinator, Director
New Teacher Meetings	X	X	X	X	X	X	X	X	X	X		Director, Program Coord
Monthly Board Meetings/Training - monthly documents for review: Budget, managers reports, PI/IM announcements, attendance	X	X	X	X	X	X	X	X	X	X		Director, Managers
PLC Meetings - weekly	X	X	X	X	X	X	X	X	X	X		Educ Coord, Instructional Coach

OBJECTIVES

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN ACCOMPLISHED BY

Social Services Meetings/Training	X	X	X	X	X	X	X	X	X	X		Social Services Coord., Director
Parenting Class – Conscious Discipline		X	X	X	X	X	X	X	X	X		Mental Health Coord; Educ. Coord
New Assistant Meetings	X	X	X	X	X	X	X	X	X	X		Instructional Coach, Mentor, Director
Assistant Meetings	X	X	X	X	X	X	X	X	X	X		Instructional Coach, Mentor
Program Information Report (PIR)	X									X	X	Social Services Coord, Managers, Director
Campus Needs Assessment			X		X		X					Director, Managers, Staff, CEIC, Parents, Policy Council, Gov. Board
Campus Improvement Plan								X	X			Director, Managers, Parents, Community Board, CEIC
Monthly Reports - by the 7 <sup>th</sup>		X	X	X	X	X	X	X	X	X		Director, Managers
Monthly Enrollment Report(Enterprise) – by 7th	X	X	X	X	X	X	X	X	X	X	X	Director
Head Start Documents for Approval <ul style="list-style-type: none"> <li>● Interagency Agreement</li> <li>● Policy Council By-laws w/ Officers</li> <li>● Impasse Policy</li> <li>● Self Assessment/Program Goals</li> <li>● Monitoring Plan</li> <li>● Selection Policy</li> <li>● Adm. Monitoring Plan</li> <li>● T/TA Plan</li> <li>● Shared-Decision Making</li> </ul>			X	X								Director, Policy Council, BISD Board

OBJECTIVES

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN ACCOMPLISHED BY

Other Head Start documents to shared between Boards throughout the program year: <ul style="list-style-type: none"> <li>● PIR</li> <li>● Annual Audit</li> <li>● Program Plans</li> <li>● Annual Report to Public</li> <li>● Community Assessment</li> </ul>	X	X	X	X	X	X	X	X	X	X	X	Director, Managers
Car Riders		X	X	X	X	X	X	X	X	X	X	Receptionist
Pre-Review – Community Representative								X	X			Regional Office, Staff
Budget Compilation – Head Start								X	X			Director, Policy Council, Board Liaison
Budget Compilation – BISD									X			Director, Secretary
Refunding Application – Head Start									X			Director, Policy Council, Board Liaison, and Board
Update Program Plans		X	X	X								Managers, Staff, Parents, Policy Council, Director
Annual Report to Public										X	X	Director
Recruit/Train Volunteers		X										Education Coordinator, Parent Liaison
Facility/Playground Monitoring	X	X	X	X	X	X	X	X	X	X	X	Director, CEIC Rep., Head Custodian
Teacher Appraisals			X	X	X	X	X	X	X			Director, Prog Coord
Staff Evaluations				X			X			X		Director,
Management Team Mtg./Planning	X	X	X	X	X	X	X	X	X	X	X	Director, Managers
CEIC Meeting/ Planning	X	X	X	X	X	X	X	X	X	X		Director, CEIC Members, Prog Coord, Education Coord, Community Rep
BISD Administrator’s Meeting	X	X	X	X	X	X	X	X	X	X	X	Director
Classroom Monitoring – daily	X	X	X	X	X	X	X	X	X	X	X	Director, Educ Coord, Prog Coord, Instructional Coach, Behavior Interventionist

## OBJECTIVES

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN ACCOMPLISHED BY

Hallway Monitoring	X	X	X	X	X	X	X	X	X	X	X	All Managers & support staff
Volunteer Hours	X	X	X	X	X	X	X	X	X	X	X	Receptionist
Head Start Folders / Family Folders	X	X			X		X					Social Services Coord
Family Workers	X	X	X	X	X	X	X	X	X	X	X	Social Services Coord
Family Worker's Logs			X			X			X			Social Services Coord
Selection Process	X	X	X	X	X	X	X	X	X	X	X	Social Services Coord
Recruitment						X	X	X	X	X		All staff
Home Language Surveys – w/ Orientation						X	X	X	X	X	X	Social Services Coord., PEIMS, Teachers
Weekly Lesson Plans w/ Book Counts	X	X	X	X	X	X	X	X	X	X	X	Education Coordinator, Teachers
Child Outcome Data		X	X			X	X		X	X		Education Coordinator, Director
Monitor Classrooms for Literacy Development & Classroom Management (CLASS observations)	X	X	X	X	X	X	X	X	X	X		Education Coordinator, Instructional Coach, Prog Coord, Director
Assign Student Volunteers		X	X									Education Coordinator
Classroom Files - reviewed			X		X			X			X	Education Coordinator
Classroom Supplies	X		X		X		X		X	X		Director, Secretary
Campus & Action Plan		X	X									Education Coordinator, Director
Foster Grandparents	X	X	X	X	X	X	X	X	X	X	X	Education Coordinator
Prioritize Application Placements	X	X	X	X	X	X	X	X	X	X		Center Assistant
Family Goals – Partnership Agreements		X	X	X	X	X	X	X	X	X		Family Workers, Social Services Coord, & parents
Classroom Emergency Information	X	X	X	X	X	X	X	X	X	X		Director
Securing Student Seatbelts(PM)	X	X	X	X	X	X	X	X	X	X		Support Staff, Transportation Coordinator, Bus Assistants
Maintain Marquee	X	X	X	X	X	X	X	X	X	X		Technology Aide
Assist in Classrooms	X	X	X	X	X	X	X	X	X	X		All Support Staff

OBJECTIVES

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN ACCOMPLISHED BY

Receive / Check Off Buses	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator, Support Staff
Morning Visitor Sign Ins	X	X	X	X	X	X	X	X	X	X		Receptionist
Mental Health Small & Large Group Sessions	X	X	X	X	X	X	X	X	X	X		MH Coordinator, Behavioral Specialist
Student Referral Folders & Six-Week Evaluations	X	X	X	X	X	X	X	X	X	X		MH Coordinator, Prog Coord.
Child’s Classroom Behavior	X	X	X	X	X	X	X	X	X	X		Behavior Interventionist
Mental Health Training					X							MH Coordinator
Mental Health Professional, Educational Specialist, or Family Services Schedules	X	X	X	X	X	X	X	X	X	X		MH Coordinator
Discuss Student Needs w/ Teachers	X	X	X	X	X	X	X	X	X	X		MH Coordinator; Health Coordinator, Prog Coord, Cafeteria Manager
Exchange of District IEP Folders	X											Speech Therapist
Teacher Referrals & Permission Forms for SPED	X	X										Program Coordinator; Mental Health
Vision & Hearing Screens & Rechecks	X	X										Health Coordinator, Health Assistant
Referral Folders	X	X	X	X	X	X	X	X	X			MH Coordinator; Prog. Coord
Disabilities Meetings(initial & annuals	X	X	X	X	X	X	X	X	X	X	X	Program Coordinator, Administrator; teacher
Screening Speech Referrals	X	X	X	X	X	X	X	X	X	X		Speech Therapist, Director/ Prog Coord, teacher
Health Advisory Meetings				X					X			Health Coordinator
Special Education Meetings			X						X			Speech Therapist, Prog Coord
Present Staff Training on Disabilities(parents, teachers, & assistants)	X			X								SPED Consultants
Parent Contacts(conferences, notes, letters, & phone calls)	X	X	X	X	X	X	X	X	X	X	X	MH Coordinator, Program Coordinator, Health

OBJECTIVES

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN ACCOMPLISHED BY

												Coordinator, Social Services, Teachers
Transition Speech students	X											Speech Therapist
Computer Needs: software installations; virus updates; troubleshooting; ink distribution	X	X	X	X	X	X	X	X	X	X		Technology Aide
Computer, needs, & mgmt of drives	X	X	X	X	X	X	X	X	X	X		Technology Aide
Individual Training Needs	X	X	X	X	X	X	X	X	X	X		Tech. Aide, Program Coord, Director
Website and Facebook Updates	X	X	X	X	X	X	X	X	X	X		Program Coord.
Technology Trainings	X	X	X	X	X	X	X	X	X	X		Educ. Coord, Instructional Coach, Program Coord.
Campus Monthly Newspaper	X	X	X	X	X	X	X	X	X	X		Parent Liaison
Call Outs w/ Blackboard Connect System	X	X	X	X	X	X	X	X	X	X	X	Director Attendance Clerk; Program Coord.
Implementation of LAP Assessment Data			X			X			X			Educ Coord , Tech. Aide
Input of LAP Assessment Data		X	X			X	X		X	X		Technology Aide
ChildPlus Management	X	X	X	X	X	X	X	X	X	X		Director, Managers
TEAMS / Health Master	X	X	X	X	X	X	X	X	X	X		Director, Health Coord., Attendance Clerk
Student Data (ChildPlus)	X	X	X	X	X	X	X	X	X	X	X	Director, Prog Coord, Health Coordinator, Family Services, Disabilities Coor, Mental Health Coor., Social Services Coord..
Staff Data (ChildPlus)	X	X	X	X	X	X	X	X	X	X		Director
Literacy Lab	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator. Education Coordinator
Assistants (roll books & bus duty)	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator
Bus Loading/Unloading	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator; support staff
Campus Monitoring	X	X	X	X	X	X	X	X	X	X		All Managers, Head Custodian

## OBJECTIVES

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN ACCOMPLISHED BY

Communication Between Bus; Transportation; Campus; Parents	X	X	X	X	X	X	X	X	X	X		Director, Transportation Coordinator ; Program Coord
Bus Changes; Routes; Line Up; Ride	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator; Family Workers, Support Staff
Transportation Rules; Car Seats	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator; Bus assistants
Assistants (classrooms)	X	X	X	X	X	X	X	X	X	X		Instructional Coach, Mentor B
Special Events & Programs	X	X	X	X	X	X	X	X	X	X		All Managers, teachers
Transition to Kindergarten							X	X	X			Education Coordinator
Health Records (including immunization records)	X	X	X	X	X	X	X	X	X	X		Health Coordinator, Health Assistant, Family Workers
Parent Orientations	X									X	X	Social Services Coord.; Social Services; Health Coordinator
Non-Medicaid & Medicaid Students	X	X	X	X	X	X	X					Health Coordinator
Heights & Weights	X						X	X				Health Coordinator, Health Assistant
Medical & Dental Screens		X	X									Health Coordinator. Health Assistant
Medical & Dental Follow ups			X	X	X	X	X	X	X	X	X	Health Coordinator, Health Assistant
State Immunization Report			X									Health Coordinator
Student Lice Checks	X						X	X				Health Coordinator, Health Assistant
Tooth Brushing Procedures		X	X	X	X	X	X	X	X	X		Health Coordinator.
Tooth Brushing Report				X			X			X		Health Coordinator
Health Programs			X	X		X	X					Health Coordinator
First Aid Kits maintenance	X					X						Health Coordinator, Health Assistant

OBJECTIVES

AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN ACCOMPLISHED BY

Incident Log(students & Staff)	X	X	X	X	X	X	X	X	X	X		Health Coordinator
Daily cleaning log	X	X	X	X	X	X	X	X	X	X	X	Head Custodian
Summer extension program										X	X	Director, staff
Community Assessment <ul style="list-style-type: none"> <li>• Updated yearly</li> <li>• Conducted every 5 years</li> </ul>						X	X	X	X			Director, Social Services Coord.

**Program Monitoring Plan Signature Page**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Policy Council Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Director/Principal**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Approval Date**



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.E.15.**

**Agenda Item Title:** Approve Head Start Selection Process

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Carolyn Little

**Executive Summary:** Before the application process begins to enroll students into Head Start, the criteria must be established. A point system is used to determine the students with the highest need for enrollment based on the criteria established in the Selection Process and the updated Poverty Guidelines for 2022-202323.

**Recommendation:**

**Budget Impact\* (if applicable):** N/A

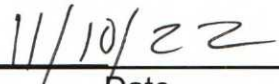
**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

# Beaumont Independent School District/ BINGMAN HEAD START



Selection Process

11/17/2022

## **Head Start Selection Process**

### **2022-2023**

The Selection Process is a valuable tool, that is used in the program to carefully screen, prioritize, and choose the neediest families for the program. The Policy Council assists the Head Start staff with revising, updating, reviewing, and approving the Selection Process annually. Registration for the upcoming school term starts as soon as tax returns are available for families or whenever verification of income is accessible. During this time, potential Head Start children are registered and deemed eligible/over-income. Parents present a variety of documents including, but not limited to the copy of the certified birth certificate for age verification, up-to-date immunization records, the current tax return forms, all sources of income, Medicaid Card, and any other documents necessary, as each situation may be different. The Selection Process is also used for the waiting list and includes the following categories: family structure, categorically eligible, number of children in the family, total family income, wide variety of needs/concerns, medical/dental screenings, disabilities, date of application, age of the child, and other categories. This program has always copied all documents used to determine eligibility for the program. In accordance with the Final Rule on Head Start's eligibility, which was issued on February 10, 2015, every document will continue to be copied/ and or scanned and placed in the student's folder / ChildPlus managerial software. A form is also signed by the person who completes the income on families and placed in the student's folder. This final ruling also stresses the importance of training the staff that is responsible for determining eligibility, Policy Council, Managers, and the Governing Body. This training includes confidentiality, being sensitive to family situations and cultures, how families are selected, along with the dangers of not reporting income as presented from families and the possibility of being charged with fraud, if it occurs. The Policy Council and the Governing Body will be trained annually. The ERSEA staff and management team will continue to have training as needed, including informal sessions.

Families are selected in an unbiased setting because of the Selection Process. The goal of this process is to ensure that the neediest families are served first. The child's name is listed on the form, along with the categories discussed above. These items are given points and the numbers are totaled. Children are then selected according to the highest numbers first, and children under special circumstances, such as those in CPS care, categorically eligible (homeless, foster care, public assistance) and those with diagnosed disabilities through IDEA, are given priority. Children with other health impairments may receive extra points, as well. Parents are encouraged to share information during the registration process, as it is imperative to assign the correct points to each individual situation. In the event that families have the same number of points, additional information about the family situation is important to get the full scope of the family's needs. Additional points may be added for certain hardships/situations. Being able to

transition into kindergarten/first grade is essential for all families. Students who are old enough to attend kindergarten will not be kept in Head Start; the grantee expects these children to be enrolled in public schools. This program does not accept first come, first served, but points are given to families according to the month they registered as an incentive to come in and register early. Each person is given a copy of a checklist which indicates that a place on the roll is not guaranteed due to the completion of the application; the selection process determines placement. The checklist is signed by the parent; a copy is given to him/her and original is kept on file. Parents are informed that if the child is accepted, a letter and/or phone call will be received, welcoming them to Head Start Program, along with orientation details. The registration procedure includes building a relationship with the family without committing/promising placement. A waiting list is maintained the entire school year, using the same Selection Process. Children are ranked according to need.

### **2022-23 Selection Process**

**Family Structure:** Homeless-**50** Foster-**40** Public Assistance-**40**  
Single Parent-**20** Married-**10** Grandparent-**15** Disabled/Retired Adult-**10**

**# of Children:** **1** point for each child (**including the enrolling child**)

**Income Guideline:** 25%- **5 pts**, 50% pts- **4 pts**, 75%- **3 pts**, (Meets Guideline)- **2 pts**,  
100%-130%- **1 pt**, Over-Income- **0 pt**

Availability of Kindergarten/ First grade- **1 pt**

**Needs:** CPS Placement- **20 pts**, Child Support- **3 pts**, ESL- **20 pts**  
Deployed in Military- **10pts**, SNAP- **40 pts**, WIC- **5 pts**,  
GED- **1 pt**, HS Diploma- **1 pt**, No HS Diploma- **10pts**,  
In School- **10pts**, Incarcerated Parent- **10 pts**, Housing Asst.-**2 pts**  
Teen Parent- **20 pts** (under 18 yrs. old at the time of birth)

**Insurance:** Medicaid- **10pts**, Chips- **5pts**, Private- **3pts**, No Insurance- **15 pts**

**Medical/Dental screening:** **1 pt** for each



**Disability:** Identified by IDEA- **20 pts**, Low Developmental- **10 pts**, Suspected Disability- **5 pts**

**Date of App:** Feb- **5**; Mar- **4**; April- **3**; May- **2**; June-Aug- **1pt**

**Age of Child:** Jan-Sept 1- **1pt** Sept 2- Dec- **2 pt**

**Income:**

<b>2 Points</b>	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>1 Point</b>
<b>Income Guideline</b>	<b>25%</b>	<b>50%</b>	<b>75%</b>	<b>130% over</b>
<b>1- 13,590</b>	<b>3,398</b>	<b>6,795</b>	<b>10,193</b>	<b>17,667</b>
<b>2- 18,310</b>	<b>4,578</b>	<b>9,155</b>	<b>13,733</b>	<b>23,803</b>
<b>3- 23,030</b>	<b>5,758</b>	<b>11,515</b>	<b>17,273</b>	<b>29,939</b>
<b>4- 27,750</b>	<b>6,938</b>	<b>13,875</b>	<b>20,813</b>	<b>36,075</b>
<b>5- 32,470</b>	<b>8,118</b>	<b>16,235</b>	<b>24,353</b>	<b>42,211</b>
<b>6- 37,190</b>	<b>9,298</b>	<b>18,595</b>	<b>27,893</b>	<b>48,347</b>
<b>7- 41,910</b>	<b>10,478</b>	<b>20,955</b>	<b>31,433</b>	<b>54,483</b>
<b>8- 46,630</b>	<b>11,658</b>	<b>23,315</b>	<b>34,973</b>	<b>60,619</b>

**\$4,720 per additional household member**



**Selection Process Signature Page**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Policy Council Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Head Start Director/Principal**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date of Board Approval**



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.F.2.**

**Agenda Item Title:** Approve Budget Amendments

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):**

**Executive Summary:**

**Recommendation:** Approve budget amendment GF-5 and accept amendment SR-18

**Budget Impact\* (if applicable):**

**Funding Source (if applicable):**

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/9/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact) Date

\_\_\_\_\_  
General Counsel's Signature Date

## Explanations of November Budget Amendments

### General Fund GF-5

- Transfer \$1,305 from school leadership employee travel to staff development employee travel for CAST Conference – Curtis ES (105).
- Transfer a total of \$1,805 from library general supplies & instructional fixed assets to staff development employee travel for TIVA Conference for two new teachers – Taylor Career Center (009).
- Transfer \$4,561 from instructional fixed assets to staff development employee travel for CAST Conference, nurse employee travel and school leadership fixed assets for front office furniture – Vincent MS (048).
- Transfer \$1,600 from cocurricular Fine Arts general supplies to instructional Fine Arts general supplies for Marshall choir – Fine Arts (849).
- Increase Police Department budget \$100,000 for additional contracted Police services.
- Increase budget for purchase orders carried forward from FY 2021-22 for items not yet received or services performed on projects in progress:
  - West Brook Library - \$482

### SR-18

- Fund 211. SAC - Reallocating of School Action Continuation budget to Ace Stipend.

**2022-2023 BUDGET AMENDMENT NUMBER GF-5**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
199.23.6411.04.105.30.000	1,510	(1,305)	205
199.13.6411.04.105.30.000	3,110	1,305	4,415
199.12.6399.02.009.22.000	1,500	(1,500)	-
199.11.6395.02.009.22.000	3,000	(305)	2,695
199.13.6411.02.009.22.000	2,250	1,805	4,055
199.11.6395.04.048.30.000	15,000	(4,561)	10,439
199.13.6411.04.048.30.000	3,750	1,200	4,950
199.33.6411.01.048.99.000	-	600	600
199.23.6395.01.048.99.000	1,090	2,761	3,851
199.36.6399.42.849.99.000	32,065	(1,600)	30,465
199.11.6399.42.046.11.225	300	1,600	1,900
199.52.6219.69.850.99.000	55,200	100,000	155,200
199.12.6399.01.008.99.000	3,525	482	4,007
 Total Expenditures		<u><b>100,482</b></u>	
 Net Change in the General Fund Budget		<u><b>100,482</b></u>	

**2022-2023 BUDGET CHANGE**

Total Revenues/Other Sources	172,678,012		172,678,012
Total Expenditures	<u>177,685,657</u>	<u>100,482</u>	<u>177,786,139</u>
 2022-2023 Adjusted	(5,007,645)	(100,482)	(5,108,127)

**2022-2023 BUDGET AMENDMENT NUMBER SR-18**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b>Curr Dev/ Inst Staff Dev</b>			
211.13.6118.00.123.99.SAC	79,000	(8,500)	70,500
211.13.6141.00.123.99.SAC	1,146	(123)	1,023
211.13.6143.00.123.99.SAC	1,153	(124)	1,029
211.13.6146.00.123.99.SAC	8,481	(880)	7,601
<b>School Leadership</b>			
211.23.6118.00.123.99.SAC	-	8,500	8,500
211.23.6141.00.123.99.SAC	190	123	313
211.23.6143.00.123.99.SAC	191	124	315
211.23.6146.00.123.99.SAC	1,356	880	2,236
Total Expenditures		<u>(9,627)</u>	
Net (Increase) School Action Fund Continuation		<u><u>-</u></u>	
<hr/> <hr/>			
<b>2022-2023 BUDGET CHANGE</b>			
Total Revenues/Other Sources	750,000	-	750,000
Total Expenditures	<u>750,000</u>	-	<u>750,000</u>
2022-2023 Adjusted	-	-	-



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.F.3.**

**Agenda Item Title:** Approve Purchases over \$50,000.00

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** D'Lana Barbay, Dr. Lance Campbell, and Dr. Ron Jackson

**Executive Summary:** The attached list reflects the purchase over \$50,000.00.

**Recommendation:** Approve purchases in the amounts shown on attached list.

**Budget Impact\* (if applicable):** General Fund: \$63,800.00  
Federal Fund: \$477,935.83

**Funding Source (if applicable):** General Fund / Federal Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** Ch. 44.031, EDGAR

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL)

**Legal Review (if necessary, list attorney and firm):** N/A

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact) Date

\_\_\_\_\_  
General Counsel's Signature Date



### General Fund

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
Athletic Field Specialists	Athletics	Fill dirt work and grading for baseball mound and lanes at West Brook and Beaumont United. Install new sod and replace bases.	BuyBoard #641-21	\$63,800.00
<b>TOTAL</b>				<b>\$63,800.00</b>

### Federal Fund

Renaissance Learning	Curriculum (211)	Addition of 2 campuses, Smith and Jones-Clark, to MyOn subscription for \$13,287.93 Increase from \$142,901.90 to \$156,189.83	TIPS #210902	\$156,189.83
Diamond Business Services	Curriculum (282)	Evolve weapons detection system for West Brook and BU. Dual lane express system with conveyors for Chromebooks. System was demonstrated at BU for two days.	TIPS #220201	\$321,746.00
<b>TOTAL</b>				<b>\$477,935.83</b>

Athletic Field Specialists  
 15059 FM 1094  
 Cat Spring, Texas 78933

# Estimate

Date	Estimate #
10/25/2022	1233

Name / Address
Beaumont ISD

Description	Qty	Cost	Total
Westbrook BB: Add 2 trucks of red dirt and laser grade Add 80 bags of conditioner Touch up mound and home plate area		14,300.00	14,300.00
Westbrook SB: Add 2 trucks of red dirt Remove lip and add new sod Laser grade Add 80 bags of conditioner		11,200.00	11,200.00
United HS BB: Rebuild mound Rebuild home plate New bases Sod cut lips Install new sod 80 bags of conditioner Add 2 trucks of red dirt Laser grade		22,300.00	22,300.00
United HS SB: Cut lips Install new sod 2 trucks of red dirt 80 bags of conditioner Laser grade New bases Renovate home plate		16,000.00	16,000.00

<b>Subtotal</b>	\$63,800.00
<b>Sales Tax (6.75%)</b>	\$0.00
<b>Total</b>	\$63,800.00

Phone # 281-961-2528
-------------------------

Accepted by \_\_\_\_\_

# RENAISSANCE®

Quote  
# 2875844

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
www.renaissance.com

Quote Details					
Smith Middle School - 234945					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
myON Tier 4	10/01/2022 - 09/30/2023	1	\$7,089.00	\$(1,346.91)	\$5,742.09
Saddleback Books: With Audio Support add-on Publisher	10/01/2022 - 09/30/2023	1	\$1,163.00	\$0.00	\$1,163.00
Little, Brown: James Patterson add-on Publisher	10/01/2022 - 09/30/2023	1	\$121.00	\$0.00	\$121.00
myON Classics for MS	10/01/2022 - 09/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	10/01/2022 - 09/30/2023	1	\$0.00	\$0.00	\$0.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Smith Middle School Total</b>				<b>\$(1,346.91)</b>	<b>\$7,026.09</b>

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# RENAISSANCE®

Quote  
# 2875847

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
www.renaissance.com

Quote Details					
Dr Mae Jones Clark Elementary School - 234925					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
myON Tier 4	10/01/2022 - 09/30/2023	1	\$7,089.00	\$(1,346.91)	\$5,742.09
Candlewick Press: Upper Elementary add-on Publisher	10/01/2022 - 09/30/2023	1	\$310.00	\$0.00	\$310.00
myON Classics for MS	10/01/2022 - 09/30/2023	1	\$0.00	\$0.00	\$0.00
Little, Brown: Matt Christopher Sports add-on Publisher	11/01/2022 - 09/30/2023	1	\$209.75	\$0.00	\$209.75
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Dr Mae Jones Clark Elementary School Total</b>				<b>\$(1,346.91)</b>	<b>\$6,261.84</b>

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# QUOTE ANALYSIS FORM

Form version 7.23.2019

## INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 2) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 3) Awards based on "best value" may consider various factors, including but not limited to:
  - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

<b>Quote Analysis Summary</b>			
All awards should be made based on "Best Value" to the District. Please write a short summary below of each the vendor was chosen or denied.			
<b>Vendor Name:</b>	Diamond Business Svcs.	<b>Quote Total:</b>	\$ 321,746.00
<b>Summary:</b>	Dual lane system at WB and BU w/ conveyor system. 48 month package with Installation, warranty, and maintenance.		
<b>Vendor Name:</b>	Stone Security	<b>Quote Total:</b>	\$ 322,083.70
<b>Summary:</b>	Dual lane system at WB and BU w/ conveyor system. 48 month package with Installation, warranty, and maintenance.		
<b>Vendor Name:</b>	Stanley Security	<b>Quote Total:</b>	\$ 330,667.20
<b>Summary:</b>	Dual lane system at WB and BU w/ conveyor system. 48 month package with Installation, warranty, and maintenance.		

**Vendor Selected:** Diamond Business Svcs.

**Selection Justification:** Diamond Security Services is a TIPS cooperative member and a low cost provider.

**Name of Person Completing this Form:** Lance Campbell

**Signature:** 

**NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.**



723 S.W. 7<sup>th</sup>, Amarillo, Texas 79101  
 (806) 373-4148 | 800-749-9025  
 www.diamondbusiness.net

QUOTE PREPARED FOR:

**Beau W. Carroll**  
 Director of Purchasing  
 409-617-5246  
 M: 281-229-4595  
 bcarrol@bmtisd.com  
 3395 Harrison Avenue  
 Beaumont, TX 77706

Thursday 11/3/2022 **Quote Q-03237-1**

<b>F.O.B. Delivered &amp; Installed</b>	<b>Terms Net 30</b>	<b>Estimated Shipping 4-6 weeks</b>
---	-------------------------	---



**evolv™**



US Department of  
 Homeland Security  
 Safety Act Designated

ITEM	SKU	QTY	UNIT MSRP	TOTAL
Evolv Express Dual Lane   Outdoor Wireless   Hardware-Lease	DBS101-00308-01-WS-HL	2	\$ 52,800.00	\$105,600.00
Evolv Express Dual Lane   Outdoor Software and Services	DBS101-00308-01-SS-HL	2	\$ 91,200.00	\$ 182,400.00
(Included) Express Outdoor Wireless 14" Tablet with Floor Stand	DBS101-00413-01x	4	INCLUDED	\$ 0.00
(Included) Express Outdoor Wireless 14" Tablet with Desktop Stand	DBS101-00414-01x	4	INCLUDED	\$ 0.00
Express Optional Test Kit (OTK)	DBS101-00257-01	2	\$ 378.00	\$ 756.00
Outdoor Battery Charger, Ganged (6)	DBS390-00256	2	\$ 445.00	\$ 890.00
Installation and Training	Initial INST-TRNG	1	\$ 3,500.00	\$ 3,500.00
Laptop Conveyor, Lane 1	DBS290-00511	2	\$ 7,150.00	\$ 14,300.00
Laptop Conveyor, Lane 2	DBS290-00512	2	\$ 7,150.00	\$ 14,300.00

\*\* any applicable taxes will apply

**Freight... \$ 0.00**  
**FINAL.....\$ 321,746.00**

**Expiration Date:** 12/3/2022

**Account Manager:** Skyler Bunch

**Bill To:**

 Beaumont Independent School District  
 3395 Harrison Avenue  
 Beaumont, Texas 77706  
 United States  
 Attn: - -

**Ship To:**

 Beaumont Independent School District  
 3395 Harrison Avenue  
 Beaumont, Texas 77706  
 United States  
 Attn: - -

**Notes:**

See deliverables and exclusions.

QTY	MANUFACTURER	MODEL	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2	Evolv Technologies, Inc.	101-00308-01-WS-HL	Evolv Express Dual Lane   Outdoor   Wireless   Hardware-Lease	\$50,160.00 USD	\$100,320.00 USD
2	Evolv Technologies, Inc.	101-00308-01-SS-HL	Evolv Express Dual Lane   Outdoor   Software & Services	\$86,640.00 USD	\$173,280.00 USD
1	Evolv Technologies, Inc.	Evolv	Evolv -  (4) (INCLUDED) Express Outdoor Wireless 14" Tablet with Floor Stand  (4) (INCLUDED) Express Outdoor Wireless 14" Tablet with Desktop Stand	\$0.00 USD	\$0.00 USD
2	Evolv Technologies, Inc.	Evolv Express Operational Test Kit (OTK)	Evolv - Express Operational Test Kit (OTK) - 101-00257-01	\$359.10 USD	\$718.20 USD
2	Evolv Technologies, Inc.	390-00256	Evolv - Battery Charger, Ganged (6) - 390-00256	\$422.75 USD	\$845.50 USD
2	Evolv Technologies, Inc.	Evolv	Evolv - Laptop Conveyor, Lane 1 - 290-00511	\$7,150.00 USD	\$14,300.00 USD
2	Evolv Technologies, Inc.	Evolv	Evolv - Laptop Conveyor, Lane 2 - 290-00512	\$7,150.00 USD	\$14,300.00 USD
1	Evolv Technologies, Inc.	Evolv Shipping	Evolv - Freight - Shipping	\$12,000.00 USD	\$12,000.00 USD
1	Stone Security, LLC	Installation & Configuration	Installation & Configuration	\$6,320.00 USD	\$6,320.00 USD
				<b>Total</b>	<b>\$322,083.70 USD</b>

**Payment Terms:** Net 30

## Summary - Investment Information

### STANLEY Security Direct

#### Pricing and Deposit Terms

Total Installation Price*:	\$226,439.82
Up-front Deposit*:	\$0.00
Total Monthly Fee*:	\$6,888.90
Payment Frequency:	Quarterly
Progress Payments:	9009-33 9009-33 0008-34

\*Prices do not include taxes

**MONTHLY FEE INCLUDES SOFTWARE SUPPORT AND MAINTENANCE, EQUIPMENT WARRANTY PLUS ANNUAL PREVENTIVE MAINTENANCE. TERMS ARE BASE ON 48 MONTHS.**

STANLEY to Also Provide:

- ✓ Equipment and installation using low voltage wire
- ✓ System setup, test and inspection
- ✓ Customer training
- ✓ Owner's manuals
- ✓ Completed drawing showing device locations

**Customer to Provide:**

**Access to Device Locations, Network Connectivity,**

#### Delays in Installation

Abnormal idle time that is incurred by STANLEY Convergent Security Solutions, Inc. employees due to escorts, clearances, inability to enter workspace, and other factors beyond our control, will be invoiced at our current labor rates. All work will be scheduled for normal working hours, Monday through Friday.

#### Next Steps

In conclusion, we thank you for the opportunity to present our security solutions to address your business needs. We believe these solutions will meet and exceed your business requirements and look forward to working together to implement our solution. Again, we feel the strength of our organization is in our ability to deliver locally in every market. We are eager to be your trusted business partner that will continue to grow with your business. Should you need additional references, we are always ready to demonstrate our past success.

#### Price Protection:

All prices quoted are valid for thirty (30) days from the date of this recommendation.

NOTE: Equal quality part from a different manufacturer may be substituted to overcome delivery problems or replacement of discontinued items. Substituted item will be of equal or greater value and will meet or exceed original parts specifications.

All products and services provided by STANLEY CSS are subject to STANLEY CSS's standard terms and conditions which can be found at <http://www.stanleycss.com/legal.html>. Any additional or different terms set forth by Customer, whether in Customer's purchase order or another communication, are expressly objected to and will not be binding on STANLEY CSS unless agreed to in writing by an authorized representative of STANLEY CSS.

## Touchless Security Screening

# Evolv Express<sup>®</sup>

The days of invasive weapons screening are over.

The days of invasive weapons screening are over. Screening procedures that rely on metal detectors, hand wands, and invasive bag checks are slow and manual, resulting in uncomfortable, and unsafe, crowding.

## Introducing the Evolv Express<sup>®</sup>

AI differentiates personal items from threats. Unlike traditional metal detectors, Evolv Express uses advanced sensor technology and artificial intelligence to screen guests while they walk through at a natural pace—without stopping and without handing over their belongings. Express offers a dual lane, free-flow system proven to operate up to ten times faster than traditional metal detectors, alerting operators to the presence of weapons while ignoring harmless personal items like cell phones, keys, and coins.

### See potential threats for faster issue resolution.

When a potential threat is detected by the system, real-time image aided alarms show guards where the potential threat is located on a person or in his or her bag. This greatly reduces the amount of physical contact required and allows guards to act quickly and efficiently.

### Prioritize the guest experience.

Families and groups can enter your venue together without long lines and without invasive checks. It's a welcoming experience that maintains dignity and accelerates entry for your guests and employees while keeping venues and facilities safe from threats.

### Advance a proactive security posture.

With Evolv Insights™, the accompanying web-based and mobile-enabled analytics application, Evolv Express can account for its own performance, supporting post-event analysis and future operational planning. View visitor arrival curves and alarm rates by entrance, time, and date to understand where and when the flow of people—and threat objects—peak. Staff entrances accordingly for a proactive approach to security and operations.



## Only Evolv Express<sup>®</sup>



**Fast and Efficient:** Screen 4,000 people per hour, 10X faster than metal detectors



**Easy to Operate:** See where the threat is located, reducing search time and fatigue.



**Flexible and Portable:** Ideal for indoor and outdoor use, easy to set up and move



**Integration:** Communicate alerts to other security technologies across a venue.



**Analytics:** Support post-event analysis and a proactive security posture with the Web-based and Mobile-enabled app.

### Integrate with security technologies across your venue.

Easy-to-configure integrations with security technologies like VMS (video management systems) and Mass Notification Systems are built into Evolv Express, allowing critical notifications and alert images to be communicated to the extended security ecosystem throughout your venue. Teams at the SOC (Security Operations Center) can instantly receive verified threats, requests for assistance, and location information from Express, initiating security protocols and procedures when a weapon is identified at the system to better protect your guests and employees.



## Introducing the Evolv Express®

Evolv Express is the world's first and only touchless security screening solution that meets all of the post-pandemic security screening requirements. Express is proven to operate up to ten times faster than traditional metal detectors with its duallane, free-flow entrances and fusion of new sensor technology and artificial intelligence. The system is able to spot weapons while ignoring harmless personal items all while visitors simply walk through at a natural pace. Families and groups of people can now walk in together without long lines. It's a welcoming experience and allows them to make their way to the concessions or seats quicker.

## About Evolv Technology

Founded in 2013, Evolv Technology is the leader in human security solving the security screening problems of today with the most innovative technology and thinking. Evolv makes it possible for venues of all kinds to keep visitors and employees safe from concealed weapons, pandemic health threats and intruders. The company's Evolv Express has earned industry accolades that include the 2021 Artificial Intelligence Product Excellence Award, 2020 Edison Awards™, 2020 Campus Safety BEST Award and two Secure Campus 2020 Awards.



Evolv Technology has screened more than 200 million people, second only to the Department of Homeland Security's Transportation Security Administration (TSA) in the United States, and its technology combines powerful, advanced sensors with proven artificial intelligence (AI), security ecosystem integrations, and comprehensive venue analytics to reliably detect threats 10 times faster than traditional metal detectors.

**Seeing is believing. Watch our latest video or join one of our Experience Evolv Events. Learn more at [evolvtechnology.com](https://www.evolvtechnology.com)**

“We knew our former security screening process would provide challenges in the pandemic environment,” said Jason White, managing director of corporate safety and security at Hershey Entertainment and Resorts.

“We'd already been evaluating how we could improve on our guest screening process and had piloted Evolv Express last fall because the system could accommodate thousands of people an hour in a frictionless, nostonp flow. As we began formulating the security screening aspect of our pandemic reopening strategy, it was clear that Evolv Express was the best solution that could meet our requirements. Our guests and security staff have been pleasantly surprised at the speed of the touchless screening experience that largely eliminates manual bag checks. The responsive customer support and working relationship we have with the Evolv team is just as phenomenal as their product.”



**Charlia Pence - President**

**[charlia@diamondbusiness.net](mailto:charlia@diamondbusiness.net)  
723 SW 7th Ave, Amarillo, TX 79101  
806-373-4148 | 800-749-9025  
[www.diamondbusiness.net](http://www.diamondbusiness.net)**

*Security and Safety Specialist Since 1982*





**Board Exhibit Cover Sheet**

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.F.4.**

**Agenda Item Title:** Approve Annual Financial Report

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Josh Rambo, Whitley Penn

**Executive Summary:** The audit firm of Whitley Penn has completed the audit of fiscal year ended June 30, 2022. The Annual Financial Report is presented for your approval.

**Recommendation:** Approve the 2021-22 Annual Financial Report

**Budget Impact\* (if applicable):**

**Funding Source (if applicable):**

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**

**Policy Reference (if applicable, list policy/regulation):**

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/7/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**BEAUMONT INDEPENDENT  
SCHOOL DISTRICT**

**ANNUAL FINANCIAL AND  
COMPLIANCE REPORT**

**For the Year Ended June 30, 2022**



# BEAUMONT INDEPENDENT SCHOOL DISTRICT

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# BEAUMONT INDEPENDENT SCHOOL DISTRICT

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## CERTIFICATE OF BOARD

**Beaumont Independent School District**

Name of School District

**Jefferson County**

County

**123-910**

Co. - Dist. No.

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and approved for the fiscal year ended June 30, 2022, at a meeting of the Board of Trustees of such school district on November 17, 2022.

\_\_\_\_\_  
President of the Board

\_\_\_\_\_  
Secretary of the Board



## **FINANCIAL SECTION**



## INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees  
Beaumont Independent School District  
Beaumont, Texas

### Report on the Audit of the Financial Statements

#### *Opinions*

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Beaumont Independent School District (the "District"), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2022, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### *Basis for Opinions*

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### *Responsibilities of Management for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

To the Board of Trustees  
Beaumont Independent School District

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that management's discussion and analysis, budgetary comparison information, pension information, and other-post employment benefit information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### ***Supplementary Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The other supplemental information such as the combining and individual nonmajor fund financial statements, required Texas Education Agency (TEA) schedules, and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements.

To the Board of Trustees  
Beaumont Independent School District

The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information, required TEA schedules, and schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

**Other Information**

Management is responsible for the other information included in the annual report. The other information comprises the Schedule L-1 but does not include the basic financial statements and our auditor’s report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated November 17, 2022 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.



Houston, Texas  
November 17, 2022



## **BEAUMONT INDEPENDENT SCHOOL DISTRICT**

### **MANAGEMENT'S DISCUSSION AND ANALYSIS**

As management of the Beaumont Independent School District (the "District"), we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2022.

#### **Financial Highlights**

The assets and deferred outflows of the District exceeded its liabilities and deferred inflows at the close of the most recent fiscal year by \$127,608,653 (*net position*). Of this amount, unrestricted net position amounted to a deficit of \$18,131,075. This deficit was caused by the net pension and net OPEB liabilities recognized in fiscal year 2022. This recognition of such liabilities does not affect the financial stability of the District nor does it change how the District conducts its financial decision making. Rather, the District is reflecting its portion of the liabilities that the State of Texas manages and operates.

- The District's total net position at year end increased by \$24,086,056. The significant increase was mainly due to increase in charges for services and property taxes and significant decrease in total expenses.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of \$100,194,581, an increase of \$8,399,503 in comparison with the prior year.
- As of the close of the current fiscal year, unassigned fund balance for the general fund of \$56,559,263 is 35 percent of total general fund expenditures.

The District's total bonded debt decreased by \$23,745,000 (9 percent) during the current fiscal year.

#### **Overview of the Financial Statements**

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains required supplementary information and other supplementary information in addition to the basic financial statements.

#### **Government-wide Financial Statements**

The *Government-wide Financial Statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *Statement of Net Position* presents information on all of the District's assets and deferred outflows of resources, and liabilities and deferred inflows of resources, with the difference reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *Statement of Activities* presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows*. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused sick leave).

The *Government-wide financial statements* of the District are principally supported by taxes and intergovernmental revenues (*governmental activities*).

## **BEAUMONT INDEPENDENT SCHOOL DISTRICT**

### ***MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)***

The governmental activities of the District include Instruction, Instructional Resources and Media Services, Curriculum and Instructional Staff Development, Instructional Leadership, School Leadership, Guidance, Counseling, and Evaluation Services, Social Work Services, Health Services, Student Transportation, Food Services, Extracurricular Activities, General Administration, Facilities Maintenance and Operations, Security and Monitoring Services, Data Processing Services, Community Services, Interest on Long-term Debt, Debt Issuance Costs and Fees, Facilities Repairs and Maintenance, Payments to Fiscal Agent/Member Districts of SSA, and Other intergovernmental charges.

#### **Fund Financial Statements**

A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

#### **Governmental Funds**

*Governmental Funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on *balances of spendable resources* available at the end of the fiscal year. Such information may be useful in evaluating a District's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*.

The District maintains several individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund, debt service fund, and elementary and secondary school emergency relief fund (ESSER) III, all of which are considered to be major funds. Data from the nonmajor governmental funds is combined into a single, aggregated presentation. Individual fund data for each of these nonmajor governmental funds is provided in the form of combining statements elsewhere in the financial statements. The District adopts an annual appropriated budget for its general fund, debt service fund, and the Child Nutrition program special revenue fund.

#### **Proprietary Fund**

The District maintains an individual internal service fund for Workers' Compensation. *Internal service funds*, one type of proprietary fund, are an accounting device used to accumulate and allocate costs internally among the District's various funds and functions. Because these services predominantly benefit governmental functions, they have been included within *governmental activities* in the government-wide financial statements.

Proprietary fund statements provide the same type of information as the government-wide financial statements, only in more detail.

#### **Fiduciary Fund**

The fiduciary funds are used to account for resources held for the benefit of the parties outside the government. *Fiduciary funds* are not reflected in the government-wide financial statements because the resources of those funds are not available to support the District's own programs. The District is the trustee or fiduciary for these funds and is responsible for ensuring that the assets reported in these funds are used for their intended purposes. All of the District's *fiduciary activities* are reported in a separate statement of fiduciary net position and statement of changes in fiduciary net position.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)**

**Notes to the Financial Statements**

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

**Required Supplementary Information**

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information that further explains and supports the information in the financial statements. The required supplementary information relates to comparison of the original adopted budget, the final amended budget, and the actual amounts for the fiscal year. This is required supplementary information for the general fund and any major special revenue funds. The District's general fund is presented as required supplementary information. In addition, required supplementary information includes a schedule of the District's proportionate share of the Net Pension Liability - TRS, a schedule of District's contributions - TRS for the past eight years, a schedule of the District's proportionate share of the Net OPEB Liability - TRS, and a schedule of the District's OPEB contributions for the past five years.

**Other Information**

The combining and individual fund statements and schedules and other supplementary information are presented immediately following the required supplementary information.

**Government-wide Financial Analysis**

***Net Position***

As noted earlier, net position may serve over time as a useful indicator of a District's financial position. In the case of the District, assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources by \$127,608,653 at the close of the most recent fiscal year.

The largest portion of the District's net position \$130,575,876 reflects its investment in capital assets (e.g., land, buildings and improvements, furniture and equipment, construction in progress), less any outstanding related debt used to acquire those assets. The District uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)**

As of June 30, 2022, the District's net position included the following:

	<b>Governmental Activities</b>	
	<b>2022</b>	<b>2021</b>
<b>Assets:</b>		
Current and other assets	\$ 149,613,953	\$129,127,837
Capital assets, net of depreciation and noncurrent assets	403,417,051	414,299,099
<b>Total Assets</b>	<b>553,031,004</b>	<b>543,426,936</b>
<b>Deferred Outflows of Resources:</b>		
Deferred charge on refunding	2,919,961	4,058,690
Deferred outflows - pension	13,279,289	22,955,247
Deferred outflows - OPEB	13,008,308	12,771,942
<b>Total Deferred Outflows of Resources</b>	<b>29,207,558</b>	<b>39,785,879</b>
<b>Liabilities:</b>		
Current liabilities	43,731,029	32,443,071
Long term liabilities	346,384,545	401,150,883
<b>Total Liabilities</b>	<b>390,115,574</b>	<b>433,593,954</b>
<b>Deferred Inflows of Resources:</b>		
Deferred inflows - pension	26,336,106	7,796,575
Deferred inflows - OPEB	38,178,229	38,299,689
<b>Total Deferred Inflows of Resources</b>	<b>64,514,335</b>	<b>46,096,264</b>
<b>Net Position:</b>		
Net investment in capital assets	130,575,876	121,410,672
Restricted	15,163,852	11,266,664
Unrestricted	(18,131,075)	(29,154,739)
<b>Total Net Position</b>	<b>\$ 127,608,653</b>	<b>\$ 103,522,597</b>

Net position is restricted for various purposes as follows:

	<b>Governmental Activities</b>	
	<b>2022</b>	<b>2021</b>
Federal and state programs	\$ 4,951,692	\$ 1,588,241
Debt service	10,212,160	9,678,423
	<b>\$ 15,163,852</b>	<b>\$ 11,266,664</b>

Unrestricted net position for governmental activities is the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements. At the end of the current fiscal year, the District reports deficit balance in unrestricted net position of \$18,131,075 caused by the net pension and OPEB liabilities. The District's net position increased by \$24,086,056 during the current fiscal year. This is due to the increase in charges for services from Chapter 313 agreement revenues, slight increase in property tax values, and total significant decrease in total expenses due to closure of campuses as a result of the global COVID 19 pandemic.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)**

***Changes in Net Position***

The Net Position of the District increased by \$24.1 million for the year ended June 30, 2022. The total revenues from taxpayers, user service fees, grants and other sources for the District was \$243.7 million.

The special item in the amount of \$3.69 million was related to insurance proceeds and settlement for Tropical Storm Imelda. Total general revenues increased by \$30.8 million compared to fiscal year 2021 due to significant increase in state aid formula grants and insurance recoveries. Total expenses for the 2022 fiscal year were \$219.4 million or \$7.9 million less than expenses of fiscal year 2021.

**Comparative Schedule of Changes in Net Position**

**For the Years Ended June 30, 2022 and 2021**

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)**

	<b>Governmental Activities</b>	
	<b>2022</b>	<b>2021</b>
<b>Program Revenues</b>		
Charges for services	\$ 495,988	\$ 17,677,610
Operating grants and contributions	38,323,620	49,695,575
<b>General Revenues</b>		
Property taxes	142,142,559	138,681,873
State Aid - Formula Grants	48,134,669	34,828,568
Investment earnings	359,649	163,948
Special items (insurance recoveries)	3,690,450	68,592
Other	10,518,854	19,003
<b>Total Revenues</b>	<b>243,665,789</b>	<b>241,135,169</b>
<b>Expenses</b>		
Instruction	102,639,348	109,458,682
Instructional resources and media services	1,241,925	1,596,968
Curriculum and staff development	1,210,069	707,765
Instructional leadership	7,125,220	5,995,858
School leadership	11,462,462	11,989,106
Guidance, counseling, and evaluation services	6,985,715	6,746,809
Social work services	610,230	565,298
Health services	2,518,283	2,319,025
Student transportation	4,759,547	4,812,515
Food service	9,968,210	7,190,222
Extracurricular activities	5,849,964	5,348,657
General administration	6,820,531	6,600,125
Plant, maintenance and operations	37,352,563	26,756,462
Security and monitoring services	3,435,858	2,843,754
Data processing services	3,974,574	5,107,967
Community services	1,718,474	904,427
Interest on long-term debt	9,712,190	11,202,970
Debt issuance costs and fees	295,371	14,385
Payments to fiscal agent/member districts of SSA	383,694	342,597
Payments to Juvenile Justice Alternative Education Programs	150,000	150,000
Other intergovernmental charges	1,365,505	1,030,456
<b>Total Expenses</b>	<b>219,579,733</b>	<b>211,684,048</b>
Increase (Decrease) in Net Position	24,086,056	29,451,121
<b>Beginning Net Position</b>	<b>103,522,597</b>	<b>74,071,476</b>
<b>Ending Net Position</b>	<b>\$ 127,608,653</b>	<b>\$ 103,522,597</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)**

**Governmental Activities**

Governmental activities increased the District's net position by \$24,086,056 for the year ended June 30, 2022. The increase was caused by the increase in property tax and other revenues. Charges for services decreased by \$17.2 million due to Chapter 313 agreements. Property tax revenues increased by \$3.5 million due to the increase in property values. State and other grant revenue decreased by \$11.4 million mainly due to the decrease in state funding. Approximately 58 percent of the District's revenues came from property taxes, with an additional 20 percent derived from state funding formulas. Last fiscal year, 57 percent of the District's revenues came from property taxes and 14 percent came from state funding formulas.

**Governmental Revenues by Type**

Revenues are generated primarily from three sources. Property taxes, state-aid formula grants, and operating grants and contributions represent of total revenues. The remaining is generated from charges for services, investment earnings, extraordinary item, and other revenues.

	<b>Total Revenues</b>	<b>% of Total Revenues</b>
Property taxes	\$ 142,142,559	58.3%
State Aid - Formula Grants	48,134,669	19.8%
Operating grants and contributions	38,323,620	15.7%
Charges for services	495,988	0.2%
Investment earnings	359,649	0.1%
Special items (insurance recoveries)	3,690,450	1.5%
Other revenue	10,518,854	4.3%
<b>Total Revenues</b>	<b>\$ 243,665,789</b>	<b>100%</b>

Fiscal year 2022 expenses are \$7.9 million more than fiscal year 2021. Approximately 47 percent of the District's expenses were expended for instructional activities. When combined with student and other support services such as transportation, counseling and nursing, 69 percent of the District's expenses were spent on direct student services.

**Governmental Expenses by Type**

The primary functional expenses of the District are instruction, school leadership, food service, plant maintenance and operations and interest expense, which represent 78% or approximately \$161.3 million of total expenses. The remaining functional categories of expenses are each less than 4 percent of total expenses.

	<b>Total Expenses</b>	<b>% of Total Expenses</b>
Instruction	\$ 102,639,348	46.7%
School Leadership	11,462,462	5.2%
Food service	9,968,210	4.5%
Plant, maintenance and operations	37,352,563	17.0%
Interest expense	9,712,190	4.4%
Other expenses	48,444,960	22.1%
<b>Total Expenses</b>	<b>\$ 219,579,733</b>	<b>100%</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)**

**Financial Analysis of the Government's Funds**

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

**Governmental Funds**

The focus of the District's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the District's financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of a District's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances increase of \$8,399,503 in comparison with the prior year. The increase in ending governmental fund balances is primarily due an increase in the General Fund and Nonmajor Governmental Fund balances.

The *general fund* is the chief operating fund of the District. At the end of the current fiscal year, unassigned fund balance of the general fund was \$56,559,263 while total fund balance reached \$68,634,969. As a measure of the general fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to total fund expenditures. Unassigned fund balance represents 35 percent of total general fund expenditures, while total fund balance represents 43 percent of that same amount. The fund balance of the District's general fund increased by \$1,393,478 during the current fiscal year due to revenues being higher than expenditures as a result of the global COVID-19 pandemic. The District received more funding and had a decrease in spending due closure of campuses.

The *debt service fund* has a total fund balance of \$13,137,876, all of which is restricted for the retirement of funded indebtedness. The net increase in fund balance during the current year of \$83,510 was due to property taxes and state program revenues being higher than total principal and interest expenditures.

**General Fund Budgetary Highlights**

Differences between the original budget and the final amended budget of the general fund can be briefly summarized as follows:

	<b>Budget</b>	
	<b>Original</b>	<b>Final Amended</b>
Total revenues	\$ 173,020,347	\$ 173,640,362
Total expenditures	173,445,347	179,799,830
Total other financing sources (uses)	425,000	516,295
Total special item	-	-
<b>Net Change in Fund Balance</b>	<b>\$ -</b>	<b>\$ (5,643,173)</b>

The review of the final amended budget versus actual for the general fund reflected that expenditures were less than budgetary estimates. Budgetary estimates for the general fund related to state program revenues were more than actual amounts.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)**

**Capital Assets and Long-term Liabilities**

**Capital Assets**

The District's investment in capital assets for its governmental activities as of June 30, 2022 includes land, buildings and improvements, furniture and equipment, and construction in progress. The investment in capital assets for the current year was \$130,575,876. The following table summarizes the investment in capital assets as of June 30, 2022 and June 30, 2021:

	<u>2022</u>	<u>2021</u>
Land	\$ 14,359,040	\$ 14,484,184
Buildings and improvements	543,199,042	542,944,312
Furniture and equipment	16,137,985	15,325,029
Vehicles	18,471,266	21,385,396
Construction in progress	125,833	-
<b>Total</b>	<u>592,293,166</u>	<u>594,138,921</u>
Accumulated depreciation	(188,876,115)	(179,839,822)
<b>Net capital assets</b>	<u>\$ 403,417,051</u>	<u>\$ 414,299,099</u>

Additional information on the District's capital assets can be found in the notes to the financial statements.

**Long-term Liabilities**

At the end of the current fiscal year, the District had \$249,945,000 in bonded debt outstanding, a decrease of \$23,745,000 over the previous year. The District's bonds are sold and guaranteed through the Texas Permanent School Fund Guarantee Program or by a municipal bond insurance policy. The underlying rating of the bonds from Standard and Poor's is "BBB+" and from Moody's Investors Service is "Baaa1" for general obligation debt. The District defeased a portion of its 2012 and 2016 Refunding bonds in the amount of \$12.2 million.

Changes in general obligation bonds, for the fiscal year ended June 30, 2022 are as follows:

<u>Outstanding 07/01/21</u>	<u>Issued</u>	<u>Retired</u>	<u>Outstanding 06/30/22</u>
\$ 273,690,000	\$ -	\$ 23,745,000	\$ 249,945,000

Additional information on the District's long-term liabilities can be found in the notes to the financial statements.

**Economic Factors and Next Year's Budgets and Rates**

The Beaumont Independent School District adopted the following for 2022-2023:

- The maintenance and operations tax rate for fiscal year 2022-2023 is \$0.9089 while the debt service tax rate is \$0.25261 for a total tax rate of \$1.16151.
- The District adopted a General Fund budget for the year ended June 30, 2023 of \$172.3 million in revenues and expenditures.
- The Debt Service revenues are budgeted for \$33.4 million and expenditures are budgeted for \$39.4 million.
- The Child Nutrition budget is set for \$12.2 million in revenues and \$12.2 million in expenditures.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
***MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)***

The District continues adding programs and initiatives in an effort to promote student achievement. To assist with this the District was allotted \$25,428,686 in ESSER II and \$57,109,206 in ESSER III funds to assist with the student's learning loss due to COVID. ESSER II is scheduled to end September 30, 2023 and ESSER III is scheduled to end September 30, 2024.

**Requests for Information**

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Chief Financial Officer, Beaumont Independent School District Beaumont Independent School District, 3395 Harrison Avenue, Beaumont, Texas 77706.

## **BASIC FINANCIAL STATEMENTS**

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF NET POSITION**  
**June 30, 2022**

*Exhibit A-1*

<u>Data Control Codes</u>		<u>Governmental Activities</u>
<b>Assets</b>		
1110	Cash and cash equivalents	\$ 120,235,922
1220	Property taxes receivables, net	6,158,791
1240	Due from other governments	16,576,758
1290	Other receivables, net	1,356,686
1300	Inventories	108,178
1410	Prepaid items	5,177,618
	Capital assets not subject to depreciation:	
1510	Land	14,359,040
1580	Construction in progress	125,833
	Capital assets net of depreciation:	
1520	Buildings and improvements, net	377,252,984
1530	Furniture and equipment, net	4,013,545
1531	Vehicles, net	7,665,649
<b>1000</b>	<b>Total Assets</b>	<b>553,031,004</b>
<b>Deferred Outflows of Resources</b>		
	Deferred charge on refunding	2,919,961
	Deferred outflows - pension	13,279,289
	Deferred outflows - OPEB	13,008,308
1700	<b>Total Deferred Outflows of Resources</b>	<b>29,207,558</b>
<b>Liabilities</b>		
2110	Accounts payable	4,758,240
2140	Interest payable	3,807,103
2150	Payroll deductions and withholdings	1,392,875
2160	Accrued wages payable	15,864,529
2177	Due to fiduciary funds	104,906
2180	Due to other governments	5,204,415
2300	Unearned revenue	12,598,961
	Noncurrent Liabilities:	
2501	Due within one year	26,596,708
2502	Due in more than one year	246,286,915
2540	Net Pension Liability	22,168,095
2545	Net Other Post-Employment Benefits (OPEB) Obligation	51,332,827
<b>2000</b>	<b>Total Liabilities</b>	<b>390,115,574</b>
<b>Deferred Inflows of Resources</b>		
	Deferred inflows - pension	26,336,106
	Deferred inflows - OPEB	38,178,229
<b>2600</b>	<b>Deferred Inflows of Resources</b>	<b>64,514,335</b>
<b>Net Position</b>		
3200	Net investment in capital assets	130,575,876
	Restricted for:	
3820	Federal and state programs	4,951,692
3850	Debt service	10,212,160
3900	Unrestricted	(18,131,075)
<b>3000</b>	<b>Total Net Position</b>	<b>\$ 127,608,653</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF ACTIVITIES**  
For Year ended June 30, 2022

*Exhibit B-1*

Data Control Codes	Functions/Programs	Expenses	Program Revenue		Net (Expense) Revenue and Changes in Net Position
			Charges for Services	Operating Grants and Contributions	Primary Governmental Activities
<b>Governmental Activities:</b>					
11	Instruction	\$ 102,639,348	\$ -	\$ 15,200,535	\$ (87,438,813)
12	Instructional resources and media services	1,241,925	-	41,353	(1,200,572)
13	Curriculum and staff development	1,210,069	-	513,723	(696,346)
21	Instructional leadership	7,125,220	-	1,768,264	(5,356,956)
23	School leadership	11,462,462	-	458,017	(11,004,445)
31	Guidance, counseling, and evaluation services	6,985,715	-	1,061,852	(5,923,863)
32	Social work services	610,230	-	378,664	(231,566)
33	Health services	2,518,283	-	2,972,040	453,757
34	Student transportation	4,759,547	-	36,103	(4,723,444)
35	Food service	9,968,210	495,988	12,029,530	2,557,308
36	Extracurricular activities	5,849,964	-	(57,483)	(5,907,447)
41	General administration	6,820,531	-	2,554,143	(4,266,388)
51	Facilities maintenance and operations	37,352,563	-	393,384	(36,959,179)
52	Security and monitoring services	3,435,858	-	(28,622)	(3,464,480)
53	Data processing services	3,974,574	-	35,425	(3,939,149)
61	Community services	1,718,474	-	556,244	(1,162,230)
72	Interest on long-term debt	9,712,190	-	410,448	(9,301,742)
73	Debt issuance costs and fees	295,371	-	-	(295,371)
93	Payments to fiscal agent/member districts of SSA	383,694	-	-	(383,694)
95	Payments to Juvenile Justice Alternative Education Programs	150,000	-	-	(150,000)
99	Other intergovernmental charges	1,365,505	-	-	(1,365,505)
<b>TG</b>	<b>Total Governmental Activities</b>	<b>\$ 219,579,733</b>	<b>\$ 495,988</b>	<b>\$ 38,323,620</b>	<b>\$ (180,760,125)</b>

Data Control Codes		
<b>General revenues:</b>		
<b>Taxes:</b>		
MT	Property taxes, levied for general purposes	107,426,027
DT	Property taxes, levied for debt service	34,716,532
SF	State-aid formula grants	48,134,669
IE	Investment earnings	359,649
MI	Miscellaneous	10,518,854
SI	Special items (insurance recoveries)	3,690,450
<b>TR</b>	<b>Total General Revenues</b>	<b>204,846,181</b>
CN	Change in net position	24,086,056
<b>NB</b>	<b>Net Position - Beginning</b>	<b>103,522,597</b>
<b>NE</b>	<b>Net Position - Ending</b>	<b>\$ 127,608,653</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**

*Exhibit C-1*

**BALANCE SHEET  
GOVERNMENTAL FUNDS  
June 30, 2022**

Data Control Codes		General Fund	Debt Service	ESSER III	Nonmajor Governmental Funds	Total Governmental Funds
<b>Assets</b>						
1110	Cash and cash equivalents	\$ 80,346,406	\$ 12,553,864	\$ -	\$ 21,586,995	\$ 114,487,265
<b>Receivables:</b>						
1220	Property taxes - delinquent	15,997,510	4,678,512	-	-	20,676,022
1230	Allowance for uncollectible taxes (credit)	(10,806,179)	(3,711,052)	-	7,380	(14,509,851)
1240	Receivables from other governments	2,326,505	-	8,808,508	5,441,745	16,576,758
1260	Due from other funds	13,997,007	420,944	-	4,178,188	18,596,139
1290	Other receivables	1,274,298	76,995	-	5,393	1,356,686
1300	Inventories	-	-	-	108,178	108,178
1410	Prepaid items	5,075,706	-	-	8,460	5,084,166
<b>1000</b>	<b>Total Assets</b>	<b>\$ 108,211,253</b>	<b>\$ 14,019,263</b>	<b>\$ 8,808,508</b>	<b>\$ 31,362,019</b>	<b>\$ 162,401,043</b>
<b>Liabilities, Deferred Inflows of Resources, and Fund Balance</b>						
<b>Liabilities</b>						
2110	Accounts payable	\$ 2,442,450	\$ -	\$ 326,045	\$ 656,081	\$ 3,424,576
2150	Payroll deduction and withholdings	1,305,157	-	-	87,718	1,392,875
2160	Accrued wages payable	12,180,822	-	1,771,281	1,912,426	15,864,529
2170	Due to other funds	2,014,481	-	6,711,182	9,229,003	17,954,666
2180	Payable to other governments	5,193,806	-	-	10,609	5,204,415
2300	Unearned revenue	11,574,435	-	-	1,024,526	12,598,961
<b>2000</b>	<b>Total Liabilities</b>	<b>34,711,151</b>	<b>-</b>	<b>8,808,508</b>	<b>12,959,543</b>	<b>56,479,202</b>
<b>Deferred Inflows of Resources</b>						
	Unavailable revenues - property taxes	4,865,133	881,387	-	-	5,746,520
<b>2600</b>	<b>Total Deferred Inflows of Resources</b>	<b>4,865,133</b>	<b>881,387</b>	<b>-</b>	<b>-</b>	<b>5,746,520</b>
<b>Fund Balance</b>						
<b>Non-Spendable:</b>						
3430	Prepaid items	5,075,706	-	-	-	5,075,706
<b>Restricted:</b>						
3450	Federal/State funds grant restrictions	-	-	-	4,951,692	4,951,692
3480	Retirement of long-term debt	-	13,137,876	-	-	13,137,876
<b>Committed:</b>						
3545	Other purposes	-	-	-	13,448,444	13,448,444
<b>Assigned</b>						
3590	Other purposes	7,000,000	-	-	-	7,000,000
3600	<b>Unassigned</b>	<b>56,559,263</b>	<b>-</b>	<b>-</b>	<b>21,600</b>	<b>56,580,863</b>
<b>3000</b>	<b>Total Fund Balances</b>	<b>68,634,969</b>	<b>13,137,876</b>	<b>-</b>	<b>18,421,736</b>	<b>100,194,581</b>
<b>4000</b>	<b>Total Liabilities, Deferred Inflows, and Fund Balances</b>	<b>\$ 108,211,253</b>	<b>\$ 14,019,263</b>	<b>\$ 8,808,508</b>	<b>\$ 31,381,279</b>	<b>\$ 162,420,303</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**RECONCILIATION OF BALANCE SHEET FOR GOVERNMENTAL FUNDS TO**  
**STATEMENT OF NET POSITION**  
**June 30, 2022**

*Exhibit C-2*

<u>Data Control Codes</u>	<b>Total Fund Balance, Governmental Funds</b>	\$	100,194,581
	Amounts reported for governmental activities in the statements of net position are different because:		
<b>1</b>	Capital assets used in governmental activities are not financial resources and therefore, are not reported as assets in governmental funds. Capital assets at historical cost, net of accumulated depreciation, where applicable.		403,417,051
<b>2</b>	Property taxes receivable have been levied and are due this year, but are not available soon enough to pay for the current period's expenditures, these property taxes and related penalty and interest amounts (net of allowance for uncollectible accounts.)		5,746,520
<b>3</b>	Deferred charge on refunding		2,919,961
<b>4</b>	Deferred outflows relating to pension activities		13,279,289
<b>5</b>	Deferred outflows relating to other post employment benefits		13,008,308
	Long-term liabilities, including bonds payable, are not due and payable in the current period, and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of:		
<b>6</b>	General obligation bonds		(249,945,000)
<b>7</b>	Premium/Discount on issuance		(14,763,519)
<b>8</b>	Accumulated accretion on capital appreciation bonds		(1,397,639)
<b>9</b>	Leases payable		(5,212,695)
<b>10</b>	Accrued compensated absences		(1,564,770)
<b>11</b>	Accrued interest payable		(3,807,101)
<b>12</b>	Net pension liability		(22,168,095)
<b>13</b>	Net other post employment benefit liability		(51,332,827)
<b>14</b>	Deferred inflows relating to pension activities		(26,336,106)
<b>15</b>	Deferred inflows relating to other post-employment benefits		(38,178,229)
<b>16</b>	Addition of Internal Service fund net position (see D-1)		3,770,524
<b>19</b>	<b>Total Net Position-Governmental Activities</b>	<b>\$</b>	<b>127,630,253</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

*Exhibit C-3*

Data Control Codes		General Fund	Debt Service	ESSER III	Nonmajor Governmental Funds	Total Governmental Funds
<b>Revenues</b>						
5700	Local, intermediate, and out-of-state	\$ 115,970,423	\$ 34,752,946	\$ -	\$ 3,169,236	\$ 153,892,605
5800	State program revenues	41,275,132	410,444	-	2,192,091	43,877,667
5900	Federal program revenues	6,278,160	-	14,065,196	29,789,313	50,132,669
<b>5020</b>	<b>Total Revenues</b>	<u>163,523,715</u>	<u>35,163,390</u>	<u>14,065,196</u>	<u>35,150,640</u>	<u>247,902,941</u>
<b>Expenditures</b>						
<b>Current:</b>						
0011	Instruction	81,138,961	-	5,691,709	15,567,009	102,397,679
0012	Instruction resources and media services	1,140,324	-	30,097	56,819	1,227,240
0013	Curriculum and instructional staff development	345,670	-	290,646	465,903	1,102,219
0021	Instructional leadership	3,633,703	-	1,627,222	1,802,080	7,063,005
0023	School leadership	10,154,274	-	256,499	1,016,797	11,427,570
0031	Guidance, counseling and evaluation services	5,600,772	-	260,435	940,797	6,802,004
0032	Social work services	233,509	-	17,464	398,043	649,016
0033	Health services	2,095,124	-	54,757	248,808	2,398,689
0034	Student transportation	4,509,326	-	95,854	85,247	4,690,427
0035	Food services	-	-	79,952	9,497,737	9,577,689
0036	Extracurricular activities	5,832,809	-	41,048	80,966	5,954,823
0041	General administration	6,402,124	-	157,722	139,120	6,698,966
0051	Facilities maintenance and operations	30,307,115	-	4,207,325	1,682,058	36,196,498
0052	Security and monitoring services	3,301,753	-	62,259	(1,440)	3,362,572
0053	Data processing services	3,073,286	-	40,114	795,595	3,908,995
0061	Community services	58,182	-	1,152,093	571,976	1,782,251
<b>Debt Service:</b>						
0071	Principal on long-term debt	975,969	23,745,000	-	-	24,720,969
0072	Interest on long-term debt	138,995	11,039,509	-	-	11,178,504
0073	Debt issuance costs and fees	-	295,371	-	-	295,371
<b>Capital Outlay:</b>						
0081	Facilities acquisition and construction	272,772	-	-	156,918	429,690
<b>Intergovernmental:</b>						
0093	Payments to Fiscal Agent/Member					
	Districts of SSA	383,694	-	-	-	383,694
0095	Payments to Juvenile Justice Alt. Ed. Prgm.	150,000	-	-	-	150,000
0099	Other intergovernmental charges	1,365,505	-	-	-	1,365,505
<b>6030</b>	<b>Total Expenditures</b>	<u>161,113,867</u>	<u>35,079,880</u>	<u>14,065,196</u>	<u>33,504,433</u>	<u>243,763,376</u>
1100	Excess (deficiency) of revenues over expenditures	<u>2,409,848</u>	<u>83,510</u>	<u>-</u>	<u>1,646,207</u>	<u>4,139,565</u>
<b>Other Financing Sources (Uses)</b>						
7912	Sale of real or personal property	551,757	-	-	28,974	580,731
7915	Transfers in	-	-	-	5,188,915	5,188,915
8911	Transfers out	(5,181,000)	-	-	8,911	(5,172,089)
<b>7080</b>	<b>Total Other Financing Sources (Uses)</b>	<u>(4,629,243)</u>	<u>-</u>	<u>-</u>	<u>5,267,396</u>	<u>638,153</u>
<b>Special Item</b>						
7918	Special items (insurance recoveries)	3,612,873	-	-	7,918	3,620,791
<b>8080</b>	<b>Total Special Items</b>	<u>3,612,873</u>	<u>-</u>	<u>-</u>	<u>8,912</u>	<u>3,621,785</u>
1200	Net change in fund balances	1,393,478	83,510	-	6,922,515	8,399,503
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<u>67,241,491</u>	<u>13,054,366</u>	<u>-</u>	<u>11,561,355</u>	<u>91,857,212</u>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<u>\$ 68,634,969</u>	<u>\$ 13,137,876</u>	<u>\$ -</u>	<u>\$ 18,421,736</u>	<u>\$ 100,194,581</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN**  
**FUND BALANCE OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES**  
**For the Year Ended June 30, 2022**

*Exhibit C-4*

<u>Data Control</u> <u>Codes</u>		
	Net change in fund balances - total governmental funds (from C-3)	\$ 8,399,503
	Amounts reported for <i>governmental activities</i> in the statement of activities (B-1) are different because:	
	Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.	
1	Governmental funds capital outlays	1,589,264
2	Governmental funds depreciation expense	(12,214,622)
3	Net effect of other retirements and adjustments to capital assets	(256,690)
3	Property tax revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds.	330,964
4	Repayment of long-term debt principal is an expenditure in the governmental fund, but the repayment reduces long-term liabilities in the statement of net position.	23,745,000
5	Repayment of lease is an expenditure in the governmental fund, but the repayment reduces long-term liabilities in the statement of net position.	975,969
	Some expenses reported in the statement of activities do not require the use of current financial resources and these are not reported as expenditures in governmental funds:	
6	Decrease in interest payable not recognized in fund statements	332,714
7	Decrease in accrued compensated absences	173,944
8	Amortization of premium/discount	2,304,934
9	Increase in accumulated accretion on capital appreciation bonds	(32,605)
10	Amortization of deferred charge on refunding	(1,138,729)
11	Changes in net pension liabilities and related deferred outflows and inflows of resources	(1,587,232)
12	Changes in net OPEB liabilities and related deferred outflows and inflows of resources	\$1,328,666
13	Internal service funds are used by management to charge the costs of certain activities, such as insurance to individual funds. The net revenue (expense) of the internal service funds is reported with governmental activities (see D-2).	218,710
		<hr/>
	<b>Change in Net Position of Governmental Activities (See B-1)</b>	<b>\$ 24,161,877</b>
		<hr/> <hr/>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF NET POSITION**  
**PROPRIETARY FUNDS**  
**June 30, 2022**

*Exhibit D-1*

	<u>Governmental Activities - Internal Service Fund</u>
<b>Assets</b>	
<b>Current Assets:</b>	
Cash and cash equivalents	\$ 5,748,657
Prepaid Items	101,912
<b>Total Current Assets</b>	<u>5,850,569</u>
<b>Total Assets</b>	<u>5,850,569</u>
<b>Liabilities</b>	
<b>Current Liabilities:</b>	
Due to other funds	746,379
Accrued expenses	1,333,666
<b>Total Current Liabilities</b>	<u>2,080,045</u>
<b>Total Liabilities</b>	<u>2,080,045</u>
<b>Net Position</b>	
Unrestricted net position	<u>3,770,524</u>
<b>Total Net Position</b>	<u>\$ 3,770,524</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION**  
**PROPRIETARY FUNDS**  
*For the Year Ended June 30, 2022*

*Exhibit D-2*

	<b>Governmental Activities - Internal Service Fund</b>
	<u>                    </u>
<b>Operating Revenues</b>	
Miscellaneous revenue from local sources	\$          563,592
Interfund services provided	692,829
<b>Total Operating Revenues</b>	<u>          1,256,421</u>
 <b>Operating Expenses</b>	
Claims expense and other operating expenses	<u>          1,037,711</u>
<b>Total Operating Expenses</b>	<u>          1,037,711</u>
 Change in Net Position	218,710
 <b>Net Position - July 1 (Beginning)</b>	<u>          3,551,814</u>
<b>Net Position - June 30 (Ending)</b>	<u><u>          \$  3,770,524</u></u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF CASH FLOWS**  
**PROPRIETARY FUNDS**  
**For the Year Ended June 30, 2022**

*Exhibit D-3*

	<u>Governmental Activities - Internal Service Fund</u>
<b>Increase (Decrease) in Cash and Cash Equivalents</b>	
<b>Cash Flows from Operating Activities:</b>	
Cash receipts from interfund services provided	\$ 1,256,421
Cash payments for insurance claims	(1,209,077)
<b>Net Cash Provided by (Used for) Operating Activities</b>	<u>47,344</u>
Net change in Cash and Cash Equivalents	47,344
<b>Cash and Cash Equivalents at Beginning of Year</b>	4,954,934
<b>Cash and Cash Equivalents at End of Year</b>	<u>\$ 5,002,278</u>
<b>Reconciliation to Balance Sheet</b>	
Cash and Cash Equivalents Per Cash Flow	<u>\$ 5,748,657</u>
Cash and Cash Equivalents per Balance Sheet	<u>\$ 5,748,657</u>
<b>Reconciliation of Operating Income to Net Cash Provided by Operating Activities:</b>	
Operating Income (Loss)	\$ 218,710
Change in Assets and Liabilities:	
Increase (decrease) in Accrued Expenses	<u>(198,894)</u>
<b>Net Cash Provided by (Used for) Operating Activities</b>	<u>\$ 47,344</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES AND NET POSITION**  
*June 30, 2022*

*Exhibit E-1*

	<u>Private Purpose Trust Funds</u>	<u>Custodial Fund</u>
<b>Assets</b>		
Current Assets:		
Cash and cash equivalents	\$ 52,154	\$ 224,734
Receivables:		
Due from other Funds	-	104,906
Other receivables	-	2,078
<b>Total Assets</b>	<u>\$ 52,154</u>	<u>\$ 331,718</u>
<b>Liabilities</b>		
Accounts payable	\$ -	\$ 89
<b>Total Liabilities</b>	<u>\$ -</u>	<u>\$ 89</u>
<b>Net Position</b>		
Restricted for student scholarships and other activities	\$ 52,154	\$ 331,629
<b>Total Net Position</b>	<u>\$ 52,154</u>	<u>\$ 331,629</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION**  
*For the Year Ended June 30, 2022*

*Exhibit E-2*

	<u>Private Purpose Trust Funds</u>	<u>Custodial Fund</u>
<b>Contributions</b>		
Gifts and contributions	\$ 1,500	\$ 25,223
Revenues from student activities	-	552,319
<b>Total Contributions</b>	<u>1,500</u>	<u>577,542</u>
<b>Deductions</b>		
Payments for student activities	-	573,306
<b>Total Deductions</b>	<u>-</u>	<u>573,306</u>
Change in net position	1,500	4,236
<b>Net Position Beginning of Year</b>	<u>50,654</u>	<u>327,393</u>
<b>Net Position - Ending</b>	<u>\$ 52,154</u>	<u>\$ 331,629</u>

**Note 1 - Summary of Significant Accounting Policies**

The Beaumont Independent School District (the "District") is an independent public educational agency operating under the applicable laws and regulations of the State of Texas. It is governed by a seven-member Board of Trustees (the "Board") elected by the registered voters of the District and has fiscal accountability over all activities within the jurisdiction of the District. The District prepares its basic financial statements in conformity with generally accepted accounting principles promulgated by the Governmental Accounting Standards Board (GASB) and other authoritative sources identified in the Statement of Auditing Standards of the American Institute of Certified Public Accountants; and it complies with the requirements of the appropriate version of Texas Education Agency's *Financial Accountability System Resource Guide* (the "Resource Guide") and the requirements of contracts and grants of agencies from which it receives funds.

The following is a summary of the most significant accounting policies.

**A. Reporting Entity**

The District's Board is elected by the public and it has the authority to make decisions, appoint administrators and managers, and significantly influence operations. It also has the primary accountability for fiscal matters. Therefore, the District is considered an independent entity for financial reporting purposes, and is considered a primary government as defined by GASB. As the District is considered a primary government for financial reporting purposes, its activities are not considered a part of any other governmental or other, type of reporting entity.

**B. Government-wide and Fund Financial Statements**

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements. *Governmental activities* include programs supported primarily by taxes, charges to school districts for services, state funds, grants, and other intergovernmental revenues.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment, are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) charges to students or users who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program revenues are reported instead as *general revenues*.

Interfund activities between governmental funds and between governmental and proprietary funds appear as due to or due from on the Governmental Fund Balance Sheet and Proprietary Fund Statement of Net Position and as other resources and other uses on the Governmental Fund Statement of Revenues, Expenditures, and Changes in Fund Balance and on the Proprietary Fund Statement of Revenues, Expenses, and Changes in Fund Net Position. All interfund transactions between governmental funds and between governmental and internal service funds are eliminated on the government-wide statements. Interfund activities between governmental funds and fiduciary funds remain as due to or due from on the government-wide Statement of Net Position.

Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements.

**Note 1 - Summary of Significant Accounting Policies (continued)**

**C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation**

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as are the proprietary fund and fiduciary fund financial statements while the agency funds have no measurement of focus. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. With this measurement focus, only current assets, current liabilities, deferred inflows of resources, and fund balances are included on the balance sheet. Operating statements of these funds present net increases and decreases in current assets (i.e., revenues and other financing sources and expenditures and other financing uses).

The modified accrual basis of accounting recognizes revenues in the accounting period in which they become both measurable and available, and it recognizes expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest and principal on long-term debt, which is recognized when due. The expenditures related to certain compensated absences and claims and judgments are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Revenues from local sources consist primarily of property taxes and are recorded as revenue when received. The District considers property tax revenue available if they expect the revenue to be collected within 60 days of the end of the fiscal year. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available.

Grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant. Accordingly, when such funds are received, they are recorded as unearned revenues until related and authorized expenditures have been made. If balances have not been expended by the end of the project period, grantors sometimes require the District to refund all or part of the unused amount.

The District reports the following major governmental funds:

- The General Fund - The general fund is the District's primary operating fund. It accounts for all financial resources except those required to be accounted for in another fund.
- Debt Service Fund - The District accounts for resources accumulated and payments made for principal and interest on long-term general obligation debt of governmental funds in a debt service fund. This is a budgeted fund and separate bank accounts are maintained.
- Elementary & Secondary School Emergency Relief Fund (ESSER III) – This fund accounts for the federal stimulus funds granted to the local education agencies through the American Rescue Plan Act of 2021 (ARP) to support the District's instruction and operations in addressing the impact of the coronavirus pandemic on students.

The District reports the following nonmajor governmental funds:

- Special Revenue Funds - These funds account for resources restricted to or committed for specific purposes by a grantor, or for resources that are committed for specific purposes by the Board. Most federal and some state financial assistance is accounted for in a special revenue fund and sometimes unused balances must be returned to the grantor at the close of specified project periods.

**Note 1 - Summary of Significant Accounting Policies (continued)**

**C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation (continued)**

- Capital Projects Funds – The proceeds from long-term financing and revenues and expenditures related to the acquisition, construction, or renovations as well as furnishing and equipping capital facilities are accounted for in this fund.

Additionally, the District reports the following fund types:

- Internal Service Funds - These funds are used to account for financing of goods or services provided by one department to other departments of the District on a cost-reimbursement basis. The District operates the Workers' Compensation internal service fund.
- Private purpose trust funds – These funds are used to account for donations for scholarships funds that are received by the District that are to be awarded to current and former students for post-secondary education purposes.
- Custodial Funds - The District accounts for resources held for others in custodial funds. This fund uses the economic resources measurement focus and accrual basis. The District's Custodial Fund is the Student Activity.

Proprietary funds distinguish *operating* revenues and expenses from *non-operating* items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service fund are charges to the funds and/or employees for self-funded health services. Operating expenses for the internal service fund include the cost of services and administrative expenses. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

**D. Deposits and Investments**

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, certificates of deposit, investment pools, and short-term investments with original maturities of one year or less from the date of acquisition.

For purposes of the statement of cash flows for proprietary funds, the District considers highly liquid investments to be cash equivalents if they have a maturity of three months or less when purchased.

The District's investment pools are valued and reported at amortized cost, which approximates fair value. The District categorizes fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value: Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. The District's local government investment pools are recorded at amortized costs as permitted by GASB Statement No. 79, *Certain Investment Pools and Pool Participants*.

**E. Receivables and Payables**

Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either "due to/from other funds" (i.e., the current portion of interfund loans) or "advances to/from other funds" (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as "due to/from other funds."

Property taxes are levied by October 1 on the assessed value listed as of the prior January 1 for all real and business personal property located in the District in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year in which imposed. On January 31 of each year, a tax lien attaches to the property to secure the payment of all taxes, penalties, and interest ultimately imposed.

**Note 1 - Summary of Significant Accounting Policies (continued)**

**E. Receivables and Payables (continued)**

Property tax revenues are considered available (1) when they become due or past due and receivable within the current period and (2) when they are expected to be collected during a 60-day period after the close of the fiscal year.

Delinquent taxes are prorated between maintenance and debt service based on rates adopted for the year of the levy. Allowances for uncollectible tax receivables within the General and Debt Service Funds are based on historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

**F. Inventories and Prepaid Items**

Inventories of supplies on the balance sheet are stated at weighted average cost and they include consumable maintenance, instructional, office, athletic, and transportation items. Supplies are recorded as expenditures when they are consumed. Inventories of food commodities which are received at no cost are recorded as revenue at market value supplied by the Texas Department of Agriculture when received, and as expenditure when consumed. At year end, the commodities inventory is recorded to inventory. A portion of fund balance is classified as nonspendable to reflect minimum inventory quantities considered necessary for the District’s continuing operations.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

**G. Capital Assets**

Capital assets, which include land, buildings, and furniture and equipment are reported in the applicable governmental activities column in the government-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at the acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed.

Buildings, and furniture and equipment of the District are depreciated using the straight-line method over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
Building	20 - 60
Buildings and Improvements	*
Furniture and Equipment	5 - 10
Automobiles and Trucks	3 - 5
Buses	10 - 12

\* Remaining life of building or 20 years whichever is less

**Note 1 - Summary of Significant Accounting Policies (continued)**

**H. Compensated Absences**

Compensated absences are absences for which employees will be paid, such as sick leave. A liability for compensated absences that are attributable to services already rendered and that are not contingent on a specific event that is outside the control of the government and its employees is accrued as employees earn the rights to the benefits. Compensated absences that relate to future services or that are contingent on a specific event that is outside the control of the government and its employees are accounted for in the period in which such services are rendered or such events take place.

The District has a vacation pay policy for twelve-month employees whereby eligible employees hired prior to July 1, 2001, shall receive vacation of ten to twenty days dependent upon the number of years of service. Effective July 1, 2001, a person hired by the District, or promoted by the District to a position normally requiring 240 days of service, earns vacation days during the first full year of employment on a pro rata basis depending on the date of hire; thereafter, 12 days of paid vacation are earned between July 1 to June 30 of each school year. All vacation days are forfeited if not taken by December 31 of each year; therefore, management believes that the liability for unused vacation days on June 30, 2022 is not material to the financial statements.

**I. Long-term Obligations**

In the government-wide financial statements and proprietary fund types in the fund financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities or proprietary fund type Statement of Net Position. Premiums and discounts are presented as a component of liabilities while deferred charges on refundings are presented as deferred outflows of resources. Both items are deferred and amortized over the life of the related debt using the straight-line method. Long-term debt is reported net of the applicable premium or discount.

In the fund financial statements, governmental fund types recognize bond premiums and discounts as well as bond issuance costs during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

**J. Deferred Outflows/Inflows of Resources**

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of a government's net position (a decrease in assets in excess of any related decrease in liabilities or an increase in liabilities in excess of any related increase in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

- Deferred outflows of resources for refunding – Reported in the government-wide financial statement of net position, this deferred charge on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt.

**Note 1 - Summary of Significant Accounting Policies (continued)**

**J. Deferred Outflows/Inflows of Resources (continued)**

- Deferred outflows of resources for pension – Reported in the government-wide financial statement of net position, this deferred outflow results from pension plan contributions made after the measurement date of the net pension liability and the results 1) changes in actuarial assumptions; 2) differences between expected and actual actuarial experiences and 3) changes in the District’s proportional share of pension liabilities. The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the next fiscal year. The remaining pension related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan.
- Deferred outflows of resources for post-employment benefits – Reported in the government wide financial statement of net position, this deferred outflow results from OPEB plan contributions made after the measurement date of the net OPEB liability and the results of 1) differences between projected and actual earnings on pension plan investments and 2) changes in the District’s proportional share of pension liabilities. The deferred outflows of resources related to post-employment benefits resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net post-employment benefit liability in the next fiscal year. The deferred outflows resulting from differences between projected and actual earnings on OPEB plan investments will be amortized over a closed five-year period. The remaining deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with post-employment benefits through the post-employment benefit plan.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position (an increase in assets in excess of any related increase in liabilities or a decrease in liabilities in excess of any related decrease in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

- Deferred inflows of resources for unavailable revenues – Reported only in the governmental funds balance sheet, unavailable revenues from property taxes arise under the modified accrual basis of accounting. These amounts are deferred and recognized as an inflow or resources in the period that the amounts become available.
- Deferred inflows of resources for pension – reported in the government-wide financial statement of net position, these deferred inflows result primarily from 1) differences between projected and actual earnings on pension plan investments; 2) changes in actuarial assumptions; 3) differences between expected and actual actuarial experiences and 4) changes in the District’s proportional share of pension liabilities. The deferred inflows resulting from differences between projected and actual earnings on pension plan investments will be amortized over a closed five-year period. The remaining pension related deferred inflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan.
- Deferred inflows of resources for post-employment benefits – Reported in the government wide financial statement of net position, these deferred inflows result primarily from 1) changes in actuarial assumptions and 2) differences between expected and actual actuarial experiences. These post-employment related deferred inflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with post-employment benefits through the post-employment benefit plan.

**Note 1 - Summary of Significant Accounting Policies (continued)**

**K. Pensions**

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities, and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**L. Other Post-Employment Benefits.**

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities, and additions to/deductions from TRS Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as you-go plan and all cash is held in a cash account.

**M. Net Position**

Net Position on the Statement of Net Position includes the following:

- Net investment in capital assets - this component of net position consists of capital assets, net accumulated depreciation, reduced by the outstanding balances of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt will be included in this component of net position.
- Restricted for federal and state programs - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets, which are restricted by federal and state granting agencies.
- Restricted for Debt Service - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. The assets arise from bond issuances which have constraints placed on them by the bond covenants for the purpose of future debt service payments.
- Unrestricted net position - this component of net position is the net amount of assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

**N. Fund Balance**

The fund balance in governmental funds has been classified as follows to describe the nature and relative strength of the spending constraints:

- *Non-spendable fund balance* - Represents amounts that are not in spendable form, such as inventory and prepaids, or are required to be maintained intact.
- *Restricted fund balance* - Represents amounts constrained to specific purposes by their providers, such as grantors, bondholders, and higher levels of government, through constitutional provisions, or by enabling legislation.

**Note 1 - Summary of Significant Accounting Policies (continued)**

**N. Fund Balance (continued)**

- *Committed fund balance* - Represents amounts constrained to specific purposes by the District itself, using its highest level of decision-making authority, i.e., Board of Trustees. To be reported as committed, amounts cannot be used for any other purpose unless the District's Board of Trustees approves the changes by Board Resolution. The fund balance of the campus activity fund is committed for use at the campuses per board policy. The fund balance of the capital projects fund is committed for the new Transportation building, security vestibules, and other ongoing projects approved by the Board.
- *Assigned fund balance* - Represents amounts the District intends to use for a specific purpose. Intent can be expressed by the District or by an official or body to which the Board of Trustees delegates the authority. The Board of Trustees has delegated this authority. The fund balance of the General Fund is assigned for programs and initiatives to promote student achievement once ESSER funds have been expended.
- *Unassigned fund balance* - Represents amounts that are available for any purpose. Positive amounts are reported only in the general fund.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees or the District Fund Managers have provided otherwise in their commitment or assignment actions.

In the fund financial statements, certain governmental funds report restrictions of the entire fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Since the entire fund balance is restricted for these funds, all assets are in essence restricted for their specified purpose.

When the District incurs an expense for which it may use either restricted or unrestricted resources, it uses the restricted resources first unless unrestricted resources will have to be returned because they were not used. Since Internal Service Funds support the operations of governmental funds, they are consolidated with the governmental funds in the government-wide financial statements. The expenditures of governmental funds that create the revenues of internal service funds are eliminated to avoid "grossing up" the revenues and expenses of the District as a whole.

The District sponsors self-insured plans to provide workers' compensation benefits to employees. Revenues of these Internal Service Funds are received from both the District's governmental and proprietary funds. Expenses are comprised of claims incurred during the fiscal year, professional and contracted services, and other miscellaneous expenses.

The General Fund is contingently liable for liabilities of these funds.

**O. Data Control Codes**

The Data Control Codes refer to the account code structure prescribed by the Texas Education Agency (the "TEA") in the Resource Guide. The TEA requires school districts to display these codes in the financial statements filed with the Agency in order to ensure accuracy in building a statewide data base for policy development and funding plans.

In accordance with the Resource Guide, the District has adopted and installed an accounting system which meets at least the minimum requirements prescribed by the Texas State Board of Education and approved by the State Auditor. Specifically, the District's accounting system uses codes and the code structure presented in the Resource Guide. Mandatory codes are recorded in the order provided in the Resource Guide.

**Note 1 - Summary of Significant Accounting Policies (continued)**

**P. Use of Estimates**

The presentation of financial statements, in conformity with generally accepted accounting principles, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

**Q. Implementation of New Accounting Standards**

**The following GASB pronouncements were effective during fiscal year 2022:**

GASB Statement No. 87 *Leases* was issued in June 2017 and was effective for periods beginning after June 15, 2021. This Statement established a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The District has evaluated the effects of this Statement and has determined that it does impact the financial statements.

GASB Statement No. 89 *Accounting for Interest Cost Incurred before the end of a Construction Period*, was issued in June 2018 and was effective for periods beginning after December 15, 2020. This Statement requires that interest costs incurred before the end of a construction period be recognized as an expense in the period in which the cost was incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund. The requirements of this Statement should be handled prospectively. The District has evaluated the effects of this Statement and has determined that does not impact the financial statements.

GASB Statement No. 93 **Replacement of Interbank Offered Rates was issued in June 2020 and had various effective dates. The Statement** establishes accounting and financial reporting requirements related to the replacement of the interbank offered rates (IBORs) in hedging derivative instruments and leases. It also identifies appropriate benchmark interest rates for hedging derivative instruments. **During the current fiscal year paragraphs 13 and 14 were effective and pertained to lease modifications.** The District has evaluated the effects of this standard and has determined that this Statement does not impact its financial statements.

No. 97 *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans – An Amendment of GASB Statements No. 14 and No. 84, and a Supersession of GASB Statement No. 32* was issued in June 2020. This Statement provides guidance regarding the financial reporting of defined contribution pension plans, defined contribution OPEB plans, and other employee benefit plans. The Statement will also enhance (1) information related to Section 457 plans that meet the definition of a pension plan and the benefits provided through those plans and (2) investment information for all Section 457 plans. Paragraphs 4 and 5 of the Statement were effective immediately whereas the remaining requirements of this Statement are effective for periods beginning after June 15, 2021. The District has evaluated the effects of this standard and has determined that this Statement does not impact to the financial statements.

The GASB issued **Statement No. 98** *The Annual Comprehensive Financial Report* in October 2021. This Statement establishes the term annual comprehensive financial report and its acronym ACFR. The requirements of the Statement are effective for fiscal years ending after December 15, 2021. The District implemented this pronouncement in the prior year.

**Note 2 - Deposits and Investments**

**Cash Deposits:** The funds of the District must be deposited and invested under the terms of a contract, contents of which are set out in the Depository Contract Law. The depository bank places approved pledged securities for safekeeping and trust with the District's agent bank in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

On June 30, 2022, the carrying amount of the District's cash deposits (cash and interest-bearing accounts) was \$5,243,811 and the bank balance was \$7,646,329. The District's cash deposits on June 30, 2022, were entirely covered by FDIC Insurance or by pledged collateral held by the District's agent bank in the District's name.

**Investments:** The District's investment policy is in accordance with the Public Funds Investment Act (Government Code Chapter 2256). Statutes authorize the District to invest in (1) obligations of the U.S. Treasury, certain U.S. agencies, and the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers' acceptances, (7) mutual funds, (8) investment pools, (9) guaranteed investment contracts, (10) and common trust funds.

The State Public Funds Investment Act (Government Code Chapter 2256) contains specific provisions in the areas of investment practices, management reports, and establishment of appropriate policies. It requires the District to adopt, implement, and publicize an investment policy. The investment policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, and (9) bid solicitation preferences for certificates of deposit. Statutes authorize the District to invest in (1) obligations of the United States Treasury, certain United States agencies, and obligations of the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers' acceptances, (7) mutual funds, (8) investment pools, (9) guaranteed investment contracts, and (10) common trust funds. Management of the District believes it is in compliance with the requirements of the Act and with local policies. The District's temporary investments consist of balances held by the Texas Local Government Investment Pool (TexPool) and Lone Star Investment Pool (LSIP).

TexPool is a public funds investment pool created by the Texas Treasury Safekeeping Trust Company (Trust Company) to provide a safe environment for the placement of local government funds in authorized short-term, fully collateralized investments, including direct obligations of, or obligations guaranteed by, the United States or State of Texas or their agencies; federally insured certificates of deposit issued by Texas banks or savings and loans; and fully collateralized direct repurchase agreements secured by United States Government agency securities and placed through a primary government securities dealer.

The Trust Company was incorporated by the State Treasurer by authority of the Texas Legislature as a special purpose trust company with direct access to the services of the Federal Reserve Bank to manage, disburse, transfer, safe keep, and invest public funds and securities more efficiently and economically. The State Comptroller of Public Accounts exercises oversight responsibility over TexPool. Oversight includes the ability to significantly influence operations, designation of management, and accountability for fiscal matters. TexPool uses amortized cost rather than fair value to report net position to compute share prices. The fair value of the position in TexPool is the same as the value of TexPool shares. Accordingly, the District's investments in TexPool are stated at amortized cost, which approximates fair value. TexPool is currently rated AAAM by Standard and Poor's. This rating indicates excellent safety and a superior capacity to maintain principal value and limit exposure to loss.

**Note 2 - Deposits and Investments (continued)**

LSIP is a Texas public investment pool sponsored by the Texas Association of School Boards (TASB) for investment of funds by state and local government entities, primarily local school districts. The Board has entered into an agreement with First Public, LLC (First Public), a Texas limited liability company and a member of the National Association of Securities Dealers, Securities Investor Protection Corporation, and Municipal Securities Rulemaking Board, pursuant to which First Public serves as administrator of LSIP's operations. American Beacon Advisors, Fort Worth, Texas, and Standish Mellon Asset Management Company, LLC, Pittsburgh, Pennsylvania, provide investment management services to LSIP regarding the investment and reinvestment of the pool's assets. The fund's credit quality is excellent as its portfolio is composed of U. S. government and U. S. agency securities. Investments in LSIP provide for investment in securities with maturities and returns generally greater than money market instruments. LSIP is marked-to-market daily to maintain an accurate net asset value. The District's fair value in LSIP is the same as the value of the pool shares. LSIP is currently rated AAA by Standard and Poor's. This rating indicates excellent safety and a superior capacity to maintain principal value and limit exposure to loss.

At June 30, 2022, the District's cash and investment balances, the weighted average maturity, and the credit ratings of these investments were as follows:

	<u>Carrying Value</u>	<u>Weighted Average Maturity (Days)</u>	<u>Credit Rating</u>
<b>Governmental Activities</b>			
Cash and deposits	\$ 4,970,838	N/A	N/A
<b>Investments</b>			
Local Government Investment Pools			
TexPool	4,087,259	25	AAAm
Lone Star Corporate Overnight Fund	2,766,491	80	AAA
Lone Star Corporate Overnight Plus Fund	104,904,522	80	AAA
Lone Star Government Overnight Fund	<u>3,506,812</u>	62	AAA
<b>Total Investments</b>	<u>115,265,084</u>	78	
<b>Total Governmental Activities</b>	<u>120,235,922</u>		
<b>Fiduciary Funds</b>			
Cash and Deposits	<u>276,888</u>	N/A	N/A
<b>Total Fiduciary Funds</b>	<u>276,888</u>		
<b>Total</b>	<u>\$ 120,512,810</u>		

Due to the immediate availability of the funds, the District's temporary investments at June 30, 2022 are included in cash and cash equivalents. Local government investment pools are recorded at amortized cost which approximates fair value. Texpool and Lone Star do not have any limitations and restrictions on withdrawals such as notice periods or maximum transaction amounts. The pools do not impose any liquidity fees or redemption gates.

**Note 2 - Deposits and Investments (continued)**

Additional policies and contractual provisions governing deposits and investments for the District are specified below:

**Interest Rate Risk:** Interest rate risk is the risk that changes in interest rates may adversely affect the value of investments. To limit the risk that changes in interest rates will adversely affect the fair value of the investments. The district monitors interest rate risk utilizing weighted average maturity (WAM) analysis. The District requires its investment portfolio to have maturities of less than one year on a WAM basis. However, specific to the District’s debt service funds, maturities longer than one year are authorized within legal limits and as long as sufficient investment liquidity to timely meet debt service payment obligations is maintained. The long-term investment the District currently holds, which has no call options, is due when the debt instrument is due and the District intends to hold the investment until maturity, thereby reducing its risk of loss due to changes in the fair value of the investment.

At June 30, 2022, the District’s exposure to interest risk as measured by the segmented time distribution by investment type is summarized below:

	<u>Amortized Cost</u>	<u>Investment Maturity in Years Less than 1</u>
Local Government Investment Pools:		
TexPool	\$ 4,087,259	\$ 4,087,259
Lone Star Corporate Overnight Fund	2,766,491	2,766,491
Lone Star Corporate Overnight Plus Fund	104,904,522	104,904,522
Lone Star Government Overnight Fund	3,506,812	3,506,812
	<u>\$ 115,265,084</u>	<u>\$ 115,265,084</u>

**Credit Risk:** To limit the risk that an issuer or other counterparty to an investment will not fulfill its obligations, the District limits investments in commercial paper, corporate bonds, mutual bond funds, public funds investment pools to those that have received top ratings issued by nationally recognized statistical rating organizations (NRSROs). As of June 30, 2022, the District’s investments in Texas Pool and Lone Star were rated AAAm and AAA, respectively.

**Custodial Credit Risk:** State law requires governmental entities to contract with financial institutions in which funds will be deposited to secure those deposits with insurance or pledged securities with a fair value equaling or exceeding the amount on deposit at the end of each business day. The District’s policy regarding deposits is in accordance with this law.

**Concentration of Credit Risk:** For temporary investments, to limit the risk of loss attributed to the magnitude of a government’s investment in a single issuer, the District’s policy states that the portfolio must be diversified. Concentration of Credit Risk is not applicable to investment pools since the purpose of these pools is to diversify the District’s investment portfolio.

**Note 3 - Receivables and Unearned Revenue**

Receivables as of June 30, 2022, for the District's individual major and non-major funds in the aggregate, including the applicable allowances for uncollectible accounts, are as follows:

	<b>General Fund</b>	<b>Debt Service</b>	<b>ESSER III</b>	<b>Nonmajor Governmental Funds</b>	<b>Total</b>
Property Taxes	\$ 15,997,510	\$ 4,678,512	\$ -	\$ -	\$ 20,676,022
Due from other governments	2,326,505	-	8,808,508	5,441,745	16,576,758
Other	1,274,298	76,995	-	5,393	1,356,686
Gross Receivables	19,598,313	4,755,507	8,808,508	5,447,138	38,609,466
Less allowance for doubtful accounts	(10,806,179)	(3,711,052)	-	-	(14,517,231)
<b>Net Total Receivables</b>	<b>\$ 8,792,134</b>	<b>\$ 1,044,455</b>	<b>\$ 8,808,508</b>	<b>\$ 5,447,138</b>	<b>\$ 24,092,235</b>

Other receivables are reported at gross value. Management has determined that an allowance for doubtful accounts is not necessary for fair presentation.

Governmental funds report unearned revenue in connection with resources that have been received, but not yet earned. At the end of the fiscal year 2022, the various components of unearned revenues reported in the governmental funds were as follows:

	<b>Unearned</b>
Unearned federal revenue	\$ 548,913
Unearned state and local revenue	12,050,048
	<b>\$ 12,598,961</b>

**Note 4 - Interfund Receivables, Payables, and Transfers**

Interfund balances consist of short-term lending/borrowing arrangements that result from normal operations and are cleared out periodically. Additionally, some lending/borrowing may occur between two or more nonmajor governmental funds.

The composition of interfund balances and transfers as of June 30, 2022, is as follows:

	<b>Interfund Receivable</b>	<b>Interfund Payable</b>	<b>Net</b>
<b>Governmental Activities:</b>			
General Fund	\$ 13,997,007	\$ 2,014,481	\$ 11,982,526
Debt Service	420,944	-	420,944
ESSER III	-	6,711,182	(6,711,182)
Nonmajor Governmental Funds	4,178,188	9,229,003	(5,050,815)
Nonmajor Internal Service Funds	104,906	746,379	(641,473)
<b>Total Governmental Activities</b>	<b>18,701,045</b>	<b>18,701,045</b>	<b>-</b>
<b>Total</b>	<b>\$ 18,701,045</b>	<b>\$ 18,701,045</b>	<b>\$ -</b>

<b>Transfer Out</b>	<b>Transfer In</b>	<b>Amount</b>
General Fund	Nonmajor Governmental Funds	\$ 5,181,000
Total		<b>\$ 5,181,000</b>

The purpose of the transfer from General Fund to Capital Projects Fund is to use Chapter 313 funds for the West Brook High School auxiliary building construction and other ongoing projects. The purpose of the transfer from the General Fund to the Child Nutrition Fund is for the District's portion of new cafeteria furniture for three campuses.

**Note 5 - Capital Assets**

Capital asset activity for the fiscal year ended June 30, 2022, was as follows:

Governmental Activities:

	<u>Balance July 01, 2021</u>	<u>Additions</u>	<u>Transfers</u>	<u>(Retirements)</u>	<u>Balance June 30, 2022</u>
<b>Governmental Capital Assets</b>					
Capital assets, not being depreciated:					
Land	\$ 14,484,184	\$ 24,920	\$ -	\$ (150,064)	\$ 14,359,040
Construction in progress	-	125,833	-	-	125,833
Total capital assets, not being depreciated	<u>14,484,184</u>	<u>150,753</u>	<u>-</u>	<u>(150,064)</u>	<u>14,484,873</u>
Capital assets, being depreciated:					
Buildings and improvements	542,944,312	404,769	-	(150,039)	543,199,042
Furniture and equipment	15,325,029	993,540	-	(180,584)	16,137,985
Vehicles	21,385,396	40,202	-	(2,954,332)	18,471,266
Total capital assets, being depreciated	<u>579,654,737</u>	<u>1,438,511</u>	<u>-</u>	<u>(3,284,955)</u>	<u>577,808,293</u>
Less accumulated depreciation for:					
Buildings and improvements	(155,807,451)	(10,182,020)	-	43,413	(165,946,058)
Furniture and equipment	(11,567,425)	(737,599)	-	180,584	(12,124,440)
Vehicles	(12,464,946)	(1,295,003)	-	2,954,332	(10,805,617)
Total accumulated depreciation	<u>(179,839,822)</u>	<u>(12,214,622)</u>	<u>-</u>	<u>3,178,329</u>	<u>(188,876,115)</u>
<b>Governmental Capital Assets</b>	<u>\$ 414,299,099</u>	<u>\$ (10,625,358)</u>	<u>\$ -</u>	<u>\$ (256,690)</u>	<u>\$ 403,417,051</u>

Depreciation expense was charged to functions/programs of the District as follows:

<u>Function</u>	<u>Depreciation Expense</u>
<b>Governmental Activities:</b>	
Instruction	\$ 6,127,093
Instructional resources and media services	73,448
Curriculum and staff development	68,987
Instructional leadership	428,850
School leadership	683,921
Guidance, counseling and evaluation services	421,369
Social work services	38,845
Health services	150,975
Student transportation	280,714
Food Services	573,208
Extracurricular activities	356,386
General administration	400,922
Plant maintenance and operations	2,174,713
Security and monitoring services	201,244
Data processing services	233,947
<b>Total Governmental Activities</b>	<u>\$ 12,214,622</u>

**Note 6 - Compensated Absences and Other Sick Leave Benefits**

The balance of accumulated unpaid vacation and sick leave at June 30, 2022 was \$1,564,770 and is presented as other long-term liabilities in these financial statements.

	Balance June 30, 2021	Additions	Deductions - Payments to Participants	Balance June 30, 2022
Compensated absences payable	\$ 1,738,714	\$ 25,389	\$ 199,333	\$ 1,564,770

**Note 7 - Long-term Liabilities**

The District's long-term liabilities consist of bond indebtedness and compensated absences. The current requirements for general obligation bonds principal and interest expenditures are accounted for in the debt service fund.

**Changes in Long-term Liabilities**

Long-term liability activities for the fiscal year ended June 30, 2022, was as follows:

	Balance July 1, 2021	Additions	Retirements	Balance June 30, 2022	Due Within One Year
General Obligation Bonds	\$ 273,690,000	\$ -	\$ 23,745,000	\$ 249,945,000	\$ 11,930,000
Premiums on bonds	17,068,453	-	1,104,310	14,763,519	-
Accumulated accretion on capital appreciation bonds	1,365,034	32,605	-	1,397,639	-
Loan payable	6,188,664	-	975,969	5,212,695	997,818
Accrued compensated absences	1,738,714	-	173,944	1,564,770	1,564,770
Total Governmental Long-term Liabilities	<u>\$ 300,050,865</u>	<u>\$ 32,605</u>	<u>\$ 25,999,223</u>	<u>\$ 272,883,623</u>	<u>\$ 14,492,588</u>

**General Obligation Bonds**

General Obligation Bonds outstanding, at June 30, 2022, are comprised of the following:

Issue	Original Issuance Amount	Interest Rate (%)	Maturity Date	Debt Outstanding
<u>General Obligation Bonds:</u>				
Unlimited Tax Qualified School Construction Bonds, Series 2010	\$ 14,450,000	0.00%	2/15/2026	\$ 3,860,000
Unlimited Tax School Building Bonds, Series 2010B	59,490,000	4.49% to 5.81%	2/15/2038	54,205,000
Unlimited Tax Refunding Bonds, Series 2012	8,070,000	2.00% to 3.00%	2/15/2038	40,000
Unlimited Tax Refunding Bonds, Series 2016	132,155,000	3.00% to 5.00%	2/15/2038	101,935,000
Unlimited Tax Refunding Bonds, Series 2017	107,040,000	3.00% to 5.00%	2/15/2038	89,905,000
				<u>\$ 249,945,000</u>

On March 21, 2022, the District defeased Unlimited Tax Refunding Bonds Series 20112 and a portion of the Unlimited Tax Refunding Bonds, Series. A total of \$12,480,868 was placed into escrow. The bonds were defeased on March 24, 2022 and as such no defeased remain outstanding as of June 30, 2022. The related deferred loss on refunding and premium were removed along with the principal of these bonds.

**Note 7 - Long-term Liabilities (continued)**

**General Obligation Bonds (continued)**

Debt service requirements to maturity for the General Obligation Bonds are as follows:

<b>Year Ending June 30</b>	<b>Principal</b>	<b>Interest</b>	<b>Totals</b>
2023	\$ 11,930,000	\$ 10,152,272	\$ 22,082,272
2024	12,460,000	9,606,846	22,066,846
2025	13,010,000	9,032,116	22,042,116
2026	12,945,000	9,187,890	22,132,890
2027	10,660,000	8,669,749	19,329,749
2028 - 2032	77,190,000	30,117,261	107,307,261
2033 - 2037	90,650,000	13,922,774	104,572,774
2038	21,100,000	774,413	21,874,413
	<u>\$ 249,945,000</u>	<u>\$ 91,463,321</u>	<u>\$ 341,408,321</u>

**Loan Payable**

The District also entered into a loan payable agreement for the purchase of buses in the amount of \$9,943,273. Interest accrues at a rate of 2.245% annual and the maturity date is fiscal year 2027. Principal and interest requirements are as follows:

<b>Year Ending</b>	<b>Principal</b>	<b>Interest</b>
2023	\$ 997,818	\$ 117,148
2024	1,020,217	94,747
2025	1,042,121	71,843
2026	1,066,539	48,425
2027	1,086,000	24,481
	<u>\$ 5,212,695</u>	<u>\$ 356,644</u>

**Capital Appreciation Bonds**

A portion of the bonds sold in the Series 2012 bond issues were capital appreciation bonds commonly referred to as “premium compound interest bonds.” The District annually records the appreciation of the bond principal for the accreted value of the bonds through maturity of the issue. The interest of these bond series will be paid upon maturity. The following table summarizes the significant features of the individual bonds, by issue:

<b>Series</b>	<b>Accreted Value</b>	<b>Original Bond Principal</b>	<b>Accreted Interest</b>	<b>Maturity Value</b>	<b>Maturity Dates</b>
2012 Refunding	<u>\$ 1,437,639</u>	<u>\$ 40,000</u>	<u>\$ 1,397,639</u>	<u>\$ 1,545,000</u>	2026 and 2027

**Prior Years’ Refunding of Long-Term Debt**

In prior years, the District defeased certain general obligation debt by placing the proceeds of the new bonds in an irrevocable trust to provide for all future debt service payments on the refunded debt. Accordingly, the trust account assets and the liability for the defeased debt are not included in the District’s financial statements. At June 30, 2022, there are no defeased bonds outstanding.

**Note 7 - Long-term Liabilities (continued)**

**Deferred charge on refunding**

The balance of deferred charge on refunding at June 30, 2022 was \$2,919,961 and is presented as a deferred outflow of resources in the Statement of Net Position:

	<b>Balance July 01, 2021</b>	<b>Retirements</b>	<b>Recognized Amortization</b>	<b>Balance June 30, 2022</b>
Deferred charge on refunding	\$ 4,058,690	\$ 829,194	\$ 309,535	\$ 2,919,961

**Note 8 - Revenues from Local, Intermediate, and Out-of-State Sources**

During the current year, revenues from local and intermediate sources consisted of the following:

	<b>General Fund</b>	<b>Debt Service</b>	<b>Nonmajor Governmental Funds</b>	<b>Total</b>
Property Taxes	\$ 107,095,063	\$ 34,716,531	\$ -	\$ 141,811,594
Foreign Trade Zone Revenue	703,168	-	-	703,168
Chapter 313 Agreement Revenue	7,443,386	-	-	7,443,386
Campus Activity	-	-	401,360	401,360
Food Service Activity	-	-	495,988	495,988
Extracurricular Activities	194,299	-	-	194,299
Investment Income	323,234	36,415	-	359,649
Local Grants	-	-	2,188,611	2,188,611
Rent	44,305	-	-	44,305
Other	166,968	-	83,277	250,245
	<u>\$ 115,970,423</u>	<u>\$ 34,752,946</u>	<u>\$ 3,169,236</u>	<u>\$ 153,892,605</u>

**Note 9 - General Fund Federal Revenues**

For the fiscal year ended June 30, 2022, the General Fund reports the following federal revenues:

<u>Program or Source</u>	<u>ALN</u>	<u>Amount</u>
SHARS	N/A	\$ 2,637,731
FEMA Aid	97.036	4,335
Restart for 2019 Flooding	84.938	89,891
Build America Bonds - Federal Interest Subsidy	N/A	1,038,952
Navy JROTC	12.000	119,594
Indirect Costs:		
ESEA, Title I, Part A	84.010A	474,047
ESEA, Title I Part D Subpart 2 - Delinquent Programs	84.010A	2,995
School Transformation Fund - Implementation Grant	84.010A	46,979
School Action Planning	84.010A	1,129
IDEA-B Formula	84.027A	167,693
SSA - IDEA - Part B, Discretionary	84.027A	8,646
IDEA-B Preschool	84.173A	7,302
IDEA C -ECI	84.181A	4
Carl D. Perkins Basic Grant	84.048A	15,390
Title III, Part A, LEP	84.365A	11,123
Title II, Part A, Supporting Effective Instruction	84.367A	61,956
Title IV Part A Subpart 1	84.424A	41,091
CARES Act, Section 18003 - Elementary and Secondary School Emergency Relief Fund (ESSER) Grant (COVID-19)	84.425D	1,549,302
		<u>\$ 6,278,160</u>

**Note 10 - Defined Benefit Pension Plan**

**A. Plan Description**

The District participates in a cost-sharing multiple-employer defined benefit pension that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS's defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard workload and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

**B. Pension Plan Fiduciary Net Position**

Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the internet at [https://www.trs.texas.gov/TRS%20Documents/cafr\\_2020.pdf](https://www.trs.texas.gov/TRS%20Documents/cafr_2020.pdf), or by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698, or by calling (512) 542-6592.

**C. Benefits Provided**

TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic postemployment benefit changes, including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan description above.

Texas Government Code section 821.006 prohibits benefit improvements, if, as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. Actuarial implications of the funding provided in the manner are determined by the System's actuary.

In May 2019, the 86th Texas Legislature approved the TRS Pension Reform Bill (Senate Bill 12) that provides for gradual contribution increases from the state, participating employers, and active employees to make the pension fund actuarially sound. This action causing the pension fund to be actuarially sound, allowed the legislature to approve funding for a 13th check in September 2019. All eligible members retired as of December 31, 2018 received an extra annuity check in either the matching amount of their monthly annuity or \$2,000, whichever was less.

**Note 10 - Defined Benefit Pension Plan (continued)**

**D. Contributions**

Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member’s annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year.

Employee contribution rates are set in state statute, Texas Government Code 825.402. The TRS Pension Reform Bill (Senate Bill 12) of the 86th Texas Legislature amended Texas Government Code 825.402 for member contributions and increased employee and employer contribution rates for fiscal years 2020 thru 2025.

	<b>Contribution Rates</b>	
	<b>Plan Fiscal Year</b>	
	<b>2021</b>	<b>2022</b>
Member (Employee)	8.00%	7.70%
Non-employer contributing agency (State)	7.75%	7.50%
District	7.75%	7.50%

	<b>Fiscal Year</b>	
	<b>2022</b>	
District Contributions	\$	3,908,491
Employee Contributions		8,252,379
Non-employer Contributing Entity (State)		5,827,413

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

As the non-employer contributing entity for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate, times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year, reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities, or the State of Texas as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member’s first 90 days of employment.
- When any part or all of an employee’s salary is paid by federal funding sources, a privately sponsored source, from non-educational and general, or local funds.
- When the employing district is a public junior college or junior college district, the employer shall contribute to the retirement system an amount equal to 50% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

In addition to the employer contributions listed above, there is an additional surcharge an employer is subject to.

- All public schools, charter schools, and regional educational service centers must contribute 1.5 percent of the member’s salary beginning in fiscal year 2020, gradually increasing to 2 percent in fiscal year 2025.
- When employing a retiree of the Teacher Retirement System, the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.

**Note 10 - Defined Benefit Pension Plan (continued)**

**E. Actuarial Assumptions**

The total pension liability in the August 31, 2019 actuarial valuation was determined using the following actuarial assumptions:

<b>Component</b>	<b>Result</b>
Valuation Date	August 31, 2020, rolled forward to August 31, 2021
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Fair Value
Single Discount Rate	7.25%
Long-term Expected Rate	7.25%
Municipal Bond Rate as of August 2020	1.95%. Source for the rate is the Fixed Income Market Data/Yield Curve/Data Municipal Bonds with 20 years to maturity that include only federally tax-exempt municipal bonds as reported in Fidelity Index's "20-Year Municipal GO AA Index."
Last year ending August 31 in Projection Period (100 years)	2120
Inflation	2.30%
Salary Increases	3.05% to 9.05% including inflation
Ad Hoc Post-Employment Benefit Changes	None

The actuarial methods and assumptions are used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2019. These assumptions are further described the 2021 TRS ACFR, which includes actuarial valuation report dated November 14, 2020.

**F. Discount Rate**

A single discount rate of 7.25 percent was used to measure the total pension liability. The single discount rate was based on the expected rate of return on pension plan investments of 7.25 percent. The projection of flows used to determine this single discount rate assumed that contributions from active members, employers and the non-employer contributing entity will be made at the rates set by the legislature during the 2019 session. It is assumed that future employer and state contributions will be 8.50 percent of payroll in fiscal year 2020 gradually increasing to 9.55 percent of payroll over the next several years. This includes all employer and state contributions for active and rehired retirees.

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefits payment of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term rate of return on pension plan investments is 7.25%. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

**Note 10 - Defined Benefit Pension Plan (continued)**

**F. Discount Rate (continued)**

Best estimates of geometric real rates of return for each major asset class included in the System's target asset allocation as of August 31, 2021 are summarized below:

Asset Class <sup>1</sup>	Target Allocation <sup>2</sup>	Long-Term Expected Arithmetic Real Rate of Return <sup>3</sup>	Expected Contribution to Long-Term Portfolio Returns
<b>Global Equity</b>			
USA	18.00%	3.60%	0.94%
Non-U.S. Developed	13.00%	4.40%	0.83%
Emerging Markets	9.00%	4.60%	0.74%
Private Equity	14.00%	6.30%	1.36%
<b>Stable Value</b>			
Government Bonds	16.00%	-0.20%	0.01%
Absolute Return (Including Credit Sensitive Investments)	0.00%	1.10%	0.00%
Stable Value Hedge Funds	5.00%	2.20%	0.12%
<b>Real Return</b>			
Real Estate	15.00%	4.50%	1.00%
Energy, Natural Resources and Infrastructure	6.00%	4.70%	0.35%
Commodities	0.00%	1.70%	0.00%
<b>Risk Parity</b>			
Risk Parity	8.00%	2.80%	0.28%
<b>Leverage</b>			
Cash	2.00%	-0.07%	-0.01%
Asset Allocation Leverage	-6.00%	-0.05%	0.03%
Inflation Expectation			2.20%
Volatility Drag <sup>4</sup>			-0.95%
<b>Expected Return</b>	100.00%		6.90%

<sup>1</sup> Absolute Return includes Credit Sensitive Investments

<sup>2</sup> Target allocations are based on the FY2021 policy model.

<sup>3</sup> Capital Market Assumptions come from Aon Hewitt as of August 31, 2021.

<sup>4</sup> The volatility drag results from the conversion between arithmetic and geometric mean returns.

**G. Discount Rate Sensitivity Analysis**

The following table presents the Net Pension Liability of the plan using the discount rate of 7.25 percent, and what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.25 percent) or one percentage point higher (8.25 percent) than the current rate.

	1% Decrease 6.25%	Current Discount Rate 7.25%	1% Increase 8.25%
	District's proportional share of the net pension liability	\$ 48,440,807	\$ 22,168,095

**Note 10 - Defined Benefit Pension Plan (continued)**

**H. Pension Liabilities, Pension Expense, and Deferred Outflows/Inflows of Resources Related to Pensions**

At June 30, 2022, the District reported a liability of \$22,168,095 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$	22,168,095
State's proportionate share of the net pension liability associated with the District		35,584,879
<b>Total</b>	<b>\$</b>	<b>57,752,974</b>

The net pension liability was measured as of August 31, 2020 and rolled forward to August 31, 2021 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The employer's proportion of the net pension liability was based on the employer's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2020 thru August 31, 2021.

At August 31, 2021, the District's proportion of the collective net pension liability was 0.0870% which was a decrease of 0.0911% from its proportion measured as of August 31, 2020.

All future statutorily required contributions will be made from the General Fund.

***Changes Since the Prior Actuarial Valuation***

There were no changes in assumptions since the prior measurement date.

For the year ended June 30, 2022, the District recognized pension expense of \$2,097,814. The District also recognized an additional on-behalf revenue and expense of \$142,264 representing for support provided by the State.

At June 30, 2022, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<b>Deferred Outflows of Resources</b>	<b>Deferred Inflows of Resources</b>
Differences between expected and actual experience	\$ 37,098	\$ (1,560,651)
Changes of assumptions	7,835,989	(3,415,819)
Net difference between projected and actual earnings on pension plan investments	-	(18,587,660)
Changes in proportion and differences between District contributions and proportionate share of contributions	2,058,052	(2,771,976)
District contributions subsequent to the measurement date	3,348,150	-
<b>Total</b>	<b>\$ 13,279,289</b>	<b>\$ (26,336,106)</b>

**Note 10 - Defined Benefit Pension Plan (continued)**

**H. Pension Liabilities, Pension Expense, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)**

***Changes Since the Prior Actuarial Valuation (continued)***

Deferred outflows of resources resulting from District contributions subsequent to the measurement date in the amount of \$3,348,150 will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. The net amounts of the District’s balances of deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Fiscal Year</u>	<u>Pension Expense Amount</u>
2023	\$ (2,329,110)
2024	(2,941,969)
2025	(4,785,758)
2026	(5,780,194)
2027	(432,621)
Thereafter	(135,315)
	<u>\$ (16,404,967)</u>

**Note 11 - Defined Other Post-Employment Benefit Plans**

**A. Plan Description**

The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS- Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan that has a special funding situation. The TRS-Care program was established in 1986 by the Texas Legislature.

The TRS Board of Trustees administers the TRS-Care program and the related fund in accordance with Texas Insurance Code Chapter 1575. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. The Board may adopt rules, plans, procedures, and orders reasonably necessary to administer the program, including minimum benefits and financing standards.

**B. OPEB Plan Fiduciary Net Position**

Detail information about the TRS-Care’s fiduciary net position is available in the separately-issued TRS Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the internet at [https://www.trs.texas.gov/TRS%20Documents/cafr\\_2020.pdf](https://www.trs.texas.gov/TRS%20Documents/cafr_2020.pdf), or by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698, or by calling (512) 542-6592.

**C. Benefits Provided**

TRS-Care provides health insurance coverage to retirees from public schools, charter schools, regional education service centers and other educational districts who are members of the TRS pension plan. Optional dependent coverage is available for an additional fee.

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high-deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. There are no automatic post-employment benefit changes, including automatic COLAs.

**Note 11 - Defined Other Post-Employment Benefit Plans (continued)**

**C. Benefits Provided (continued)**

The premium rates for retirees are reflected in the following table.

	<b>TRS-Care Monthly Premium Rates</b>	
	<b>Medicare</b>	<b>Non-Medicare</b>
Retiree or Surviving Spouse	\$ 135	\$ 200
Retiree and Spouse	529	689
Retiree or Surviving Spouse and Children	468	408
Retiree and Family	1,020	999

**D. Contributions**

Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state’s contribution rate which is 1.25 percent of the employee’s salary. Section 1575.203 establishes the active employee’s rate which is .65 percent of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public or charter school. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

	<b>Contribution Rates</b>	
	<b>2022</b>	<b>2021</b>
Member	0.65%	0.65%
Non-employer contributing agency	1.25%	1.25%
Employers	0.75%	0.75%
Federal/private funding	1.25%	1.25%
	<b>2022</b>	
District Contributions	\$	1,013,909
Employee Contributions		676,049
Non-employer Contributing Entity (State)		1,601,189

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to (regardless of whether or not they participate in the TRS Care OPEB program). When employers hire a TRS retiree, they are required to pay to TRS Care, a monthly surcharge of \$535 per retiree.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of \$230.8 million in fiscal year 2020 to maintain premiums and benefit levels in the 2020-2021 biennium.

**Note 11 - Defined Other Post-Employment Benefit Plans (continued)**

**E. Actuarial Assumptions**

The actuarial valuation was performed as of August 31, 2020. Update procedures were used to roll forward the Total OPEB Liability to August 31, 2021. The actuarial valuation was determined using the following actuarial assumptions:

The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuation performed for the pension plan, except that the OPEB valuation is more complex. All the demographic assumptions, including rates of retirement, termination, and disability, and most of the economic assumptions, including general inflation and salary increases, used in the OPEB valuation were identical to those used in the respective TRS pension valuation. The demographic assumptions were developed in the experience study performed for TRS for the period ending August 31, 2017.

The following assumptions and other inputs used for members of TRS-Care are based on an established pattern of practice and are identical to the assumptions used in the August 31, 2019 TRS pension actuarial valuation that was rolled forward to August 31, 2020: (a) Rates of Mortality, (b) Rates of Retirement, (c) Rates of Termination, (d) Rates of Disability, (e) General Inflation, (f) Wage Inflation, and (g) Expected Payroll Growth.

The active mortality rates were based on 90 percent of the RP-2014 Employee Mortality Tables for males and females, with full generational mortality using Scale BB. The post-retirement mortality rates for healthy lives were based on the 2018 TRS of Texas Healthy Pensioner Mortality Tables, with full generational projection using the ultimate improvement rates from the most recently published scale (U-MP).

Additional Actuarial Methods and Assumptions:

<b>Component</b>	<b>Result</b>
Valuation Date	August 31, 2020, rolled forward to August 31, 2021
Actuarial Cost Method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	1.95% as of August 31, 2021
Aging Factors	Based on plan specific experience
Election Rates	Normal Retirement: 65% participation prior to age 65 and 40% participation after age 65, 25% of pre-65 retirees are assumed to discontinue coverage at age 65
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claim costs.
Salary Increases	3.05% to 9.05% including inflation
Ad Hoc Post-Employment Benefit Changes	None

**Note 11 - Defined Other Post-Employment Benefit Plans (continued)**

**F. Discount Rate**

A single discount rate of 1.95 percent was used to measure the Total OPEB Liability. There was a decrease of .38 percent in the discount rate since the previous year. Because the plan is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan’s fiduciary net position was projected to not be able to make all future benefit payments of current plan members. Therefore, the municipal bond rate was used for the long-term rate of return and was applied to all periods of projected benefit payments to determine the total OPEB liability. The source of the municipal bond rate is the Fidelity “20-year Municipal GO AA Index” as of August 31, 2021 using the fixed-income municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds

**G. Discount Rate Sensitivity Analysis**

*Discount Rate* – The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (1.95%) in measuring the Net OPEB Liability.

	<b>Discount Rate</b>		
	<b>1% Decrease (0.95%)</b>	<b>Current Rate (1.95%)</b>	<b>1% Increase (2.95%)</b>
District's proportionate share of the Net OPEB Liability:	\$ 61,919,218	\$ 51,332,827	\$ 43,000,993

**H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs**

At June 30, 2022, the District reported a liability of \$51,332,827 for its proportionate share of the TRS’s Net OPEB Liability. This liability reflects a reduction for State OPEB support provided to the District. The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's proportionate share of the net OPEB liability	\$ 51,332,827
State's proportionate share of the net OPEB liability associated with the District	<u>68,774,548</u>
<b>Total</b>	<u><u>\$ 120,107,375</u></u>

The Net OPEB Liability was measured as of August 31, 2020 and rolled forward to August 31, 2021 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of that date. The District’s proportion of the Net OPEB Liability was based on the District’s contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2020 through August 31, 2021.

At August 31, 2021, the District’s proportion of the collective Net OPEB Liability was 0.1331% which was a decrease of 0.0045% from its proportion measured as of August 31, 2020.

All future statutorily required contributions will be made from the General Fund.

*Healthcare Cost Trend Rates* – The following schedule shows the impact of the Net OPEB Liability if a healthcare trend rate that is 1% less than and 1% greater than the health trend rates assumed.

**Note 11 - Defined Other Post-Employment Benefit Plans (continued)**

**H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs (continued)**

	Healthcare Cost Trend		
	1% Decrease	Current	1% Increase
District's proportionate share of the Net OPEB Liability:	\$ 41,577,889	\$ 51,332,827	\$ 64,421,531

**Changes Since the Prior Actuarial Valuation**

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability (TOL) since the prior measurement period:

- The discount rate changed from 2.33 percent as of August 31, 2020 to 1.95 percent as of August 31, 2021. This change decreased the Total OPEB Liability.
- The participation rate for post-65 retirees was lowered from 50 percent to 40 percent. This change lowered the Total OPEB Liability.
- The ultimate health care trend rate assumption was lowered from 4.50 percent to 4.25 percent as a result of Congress' repeal of the excise (Cadillac) tax on high-cost employer health plans in December 2019. This change lowered the Total OPEB Liability.

Changes of Benefit Terms Since the Prior Measurement Date – There were no changes in benefit terms since the prior measurement date.

For the year ended June 30, 2022, the District recognized negative OPEB expense of \$1,243,748. The District also recognized negative on-behalf expense and revenue of \$2,538,306 for support provided by the State.

At June 30, 2022, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to other post-employment benefits from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actuarial economic experience	\$ 2,210,121	\$ (24,848,679)
Changes of assumptions	5,685,713	(10,855,943)
Net difference between projected and actual earnings on OPEB plan investments	55,731	-
Changes in proportion and difference between the District contributions and the proportionate share of contributions	4,199,064	(2,473,607)
Contributions paid to TRS subsequent to the measurement date	857,679	-
<b>Total</b>	<b>\$ 13,008,308</b>	<b>\$ (38,178,229)</b>

**Note 11 - Defined Other Post-Employment Benefit Plans (continued)**

**H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs (continued)**

The \$857,679 reported as deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2022. The net amounts of the District's balances of deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Fiscal Year</u>	<u>OPEB Expense Amount</u>
2023	\$ (4,938,294)
2024	(4,939,551)
2025	(4,939,207)
2026	(3,587,991)
2027	(1,758,678)
Thereafter	(5,863,879)
	<u>\$ (26,027,600)</u>

**I. Medicare Part D**

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended June 30, 2022, 2021, and 2020 the subsidy payments received by TRS-Care on-behalf of the District were \$426,115, \$470,817, and \$453,212, respectively. The information for the year ended June 30, 2022 is an estimate provided by the Teacher Retirement System. These payments are recorded as equal revenues and expenditures in the governmental funds financial statements of the District.

**Note 12 - Risk Management**

**Property/Liability**

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The District's risk management program encompasses various means of protecting the District against loss by obtaining property, casualty, and liability coverage through commercial insurance carriers, and from participation in a risk pool. The District's participation in the risk pool is limited to payment of premiums.

**Health Insurance**

The Board of Trustees approved the district's participation in the TRS (Texas Retirement System) Active Care Health Insurance Program as sponsored by the Teacher Retirement System of Texas. This is a premium-based plan; payments are made on a monthly basis for all covered employees.

**Note 12 - Risk Management (continued)**

**Workers' Compensation**

The District also provides workers' compensation to its employees through a self-insured plan which is accounted for in the Internal Service Fund. The Internal Service Fund charges the General Fund and other funds for premiums for the District's contribution. The District has an excess workers' compensation insurance policy that takes over after the District reaches its \$400,000 self-insured retention level and covers the District up to the statutory required limit. The District established the self-insurance plan for workers' compensation benefits as authorized by Section 504.011 of the Labor Code.

The costs associated with these self-insurance plans are reported as interfund transactions to the extent of amounts determined by the third-party administrators. Accordingly, they are treated as operating revenues of the Internal Service Funds and operating expenditures of the governmental and proprietary funds.

Estimates of claims payable and of claims incurred but not reported at June 30, 2022, are reflected as accrued expenses of the Fund. The liabilities include an amount for claims that have been incurred but were not reported until after June 30, 2022. Liability for claims is reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated. Because actual claims liabilities depend on such complex factors as inflation, changes in legal doctrines and damage awards, the process used in computing the liabilities is an estimate. Claims liabilities are reevaluated periodically to take into consideration recently settled claims, the frequency of claims and other economic and social factors.

Changes in the balances of claims liabilities are as follows:

<u>Fiscal Year</u>	<u>Beginning of Year Accrual</u>	<u>Current Year Estimates</u>	<u>Claims Payments</u>	<u>End of Year Accrual</u>
June 30, 2022	\$ 1,532,560	\$ 1,037,710	\$ 1,236,604	\$ 1,333,666
June 30, 2021	1,703,025	559,664	730,129	1,532,560
June 30, 2020	1,770,672	737,976	805,623	1,703,025

**Note 13 - Shared Service Arrangements**

The District is fiscal agent for a Shared Service Arrangement (“SSA”), which provides services to the member districts listed below. All services are provided by the fiscal agents. The member districts provide the funds to the fiscal agents. According to guidance provided in TEA’s Resource Guide, the District has accounted for the fiscal agent’s activities of the SSA in the appropriate Special Revenue Funds and has accounted for these funds using Model 2 in the SSA section of the Resource Guide. Expenditures of the SSA are summarized below:

	<u>Local Services for the Deaf</u>	
Beaumont ISD	\$	393,675
Bob Hope School		7,838
Bridge City ISD		34,038
East Chambers ISD		7,838
Hardin-Jefferson ISD		44,563
Kountze ISD		15,675
Little-Cypress Mauriceville CISD		49,713
Lumberton ISD		28,775
Nederland ISD		34,038
Newton ISD		22,889
Orangefield ISD		41,876
Port Arthur ISD		155,185
Port-Neches Groves ISD		65,389
Silsbee ISD		64,020
Spurger ISD		23,513
Vidor ISD		118,013
Warren ISD		9,181
West Orange Cove CISD		36,725
Woodville ISD		10,525
	<u>\$</u>	<u>1,163,469</u>

**Note 14 - Contingent Liabilities**

Amounts received or receivable from grant agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures that may be disallowed by the grantor cannot be determined at this time, although the District expects such amounts, if any, to be immaterial.

The District is a defendant in various lawsuit arising in the normal course of operations. Although the outcome of these lawsuits is not presently determinable, in the opinion of management and the District's counsel, the resolution of these matters will not have a material adverse effect on the financial condition of the District.

**Note 15 - Arbitrage**

In accordance with the provisions of Section 148(f) of the Internal Revenue Code of 1986, as amended, bonds must satisfy certain arbitrage rebate requirements. Positive arbitrage is the excess of (1) the amount earned on investments purchased with bond proceeds over (2) the amount that such investments would have earned had such investments been invested at a rate equal to the yield on the bond issue. In order to comply with the arbitrage rebate requirements, positive arbitrage must be paid to the U.S. Treasury at the end of each five-year anniversary date of the bond issue. The District has estimated that it has no arbitrage liability as of June 30, 2022.

**Note 16 - Tax Abatements**

Currently, the District has seven (8) active Chapter 313 Agreements with several corporations for Limitation On Appraised Value of Property for School District Maintenance and Operations Taxes pursuant to the Chapter 313 of the Texas Tax Code, i.e., the Texas Economic Development Act, as set forth in Chapter 313 of the Texas Tax Code, as amended.

Value limitation agreements are a part of a state program, originally created in 2001 which allows school districts to limit the taxable value of an approved project for Maintenance and Operations (M&O) for a period of years specified in statute. The project(s) under the Chapter 313 agreement must be consistent with the state's goal to "encourage large scale capital investments in this state." Chapter 313 of the Tax Code grants eligibility to companies engaged in manufacturing, research and development, renewable electric energy production, clean coal projects, nuclear power generation and data centers.

In order to qualify for a value limitation agreement, each applicant has been required to meet a series of capital investment, job creation, and wage requirements specified by state law. At the time of the application's approval, the agreement was found to have done so by both the District's Board of trustees and the Texas Comptroller's Office, which recommended approval of the project. The application, the agreements and state reporting requirement documentation can be viewed at the Texas Comptroller's website: <https://www.comptroller.texas.gov/economy/local/ch313/agreement-docs.php>. The agreement and all supporting documentation was assigned Texas Comptroller Application number.

The following Chapter 313 Agreements are in effect:

Lucite International, Inc. (Application No. 211) first year's value limitation was tax year 2015. The net benefit to the District is \$8,816 for fiscal year June 30, 2022. The project value's value limitation is \$30,000,000, with a total project value of \$36,466,400. The applicant's M&O taxes have been reduced by \$49,957.

OCI Beaumont (Application No. 219) first year's value limitation was tax year 2015. The net benefit to the District is \$161,060 for fiscal year 2022. The value limitation for the current year was \$30,000,000, with a total project value of \$115,988,000. The applicant's M&O taxes were reduced by \$855,773.

Natgasoline LLC's (Application No. 311) first year's value limitation was tax year 2017. The net benefit to the District is \$1,118,688 for fiscal year June 30, 2022. The project value's value limitation is \$27,578,121 with a total project value of \$1,068,017,500. The applicant's M&O taxes have been reduced by \$6,339,229.

Air Liquide (assignment by Natgasoline) first year's value limitation was tax year 2020. The net benefit to the District is \$121,953 for fiscal year June 30, 2022. The project value's value limitation is \$2,421,879, with a total project value of \$92,434,157. The applicant's M&O taxes have been reduced by \$691,070.

BASF Corporation (Application No. 375) first year's value limitation was tax year 2017. The net benefit to the District is \$84,478 for fiscal year June 30, 2022. The project value's value limitation is \$30,000,000, with a total project value of \$81,636,200. The applicant's M&O taxes have been reduced by \$384,844.

Exxon (Application No. 1118) first year's value limitation was fiscal year 2020. The net benefit to the District is \$2,187,822 for fiscal year June 30, 2022. The project value's value limitation is \$30,000,000, with a total project value of \$270,711,000. The applicant's M&O taxes have been reduced by \$493,075.

Exxon (Application No. 1119) first year's value limitation was fiscal year 2021. The net benefit to the District is \$3,771,612 for fiscal year June 30, 2022. The project value's value limitation is \$30,000,000, with a total project value of \$734,864,200. The applicant's M&O taxes have been reduced by \$2,628,898.

Exxon (Application No. 1163) first year's value limitation will be fiscal year 2024. There was no current year value limitation, reduction in taxes or benefit/loss.

## **REQUIRED SUPPLEMENTARY INFORMATION**



**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**BUDGETARY COMPARISON SCHEDULE**  
**GENERAL FUND**  
**For Fiscal Year Ended June 30, 2022**

Exhibit G-1

Data Control Codes	Budgeted Amounts			Variance with Final Budget - Positive (Negative)	
	Original	Final	Actual Amounts, GAAP Basis		
<b>Revenues</b>					
5700	Local revenues	\$ 132,186,832	\$ 121,226,590	\$ 115,970,423	\$ (5,256,167)
5800	State program revenues	36,727,869	47,474,887	41,275,132	(6,199,755)
5900	Federal program revenues	4,105,646	4,938,885	6,278,160	1,339,275
<b>5020</b>	<b>Total Revenues</b>	<u>173,020,347</u>	<u>173,640,362</u>	<u>163,523,715</u>	<u>(10,116,647)</u>
<b>Expenditures</b>					
<b>Current:</b>					
0011	Instruction	89,212,750	83,242,658	81,138,961	2,103,697
0012	Instruction resources and media services	1,298,123	1,297,774	1,140,324	157,450
0013	Curriculum and instructional staff development	595,727	559,086	345,670	213,416
0021	Instructional leadership	4,074,288	4,028,045	3,633,703	394,342
0023	School leadership	11,622,315	11,628,932	10,154,274	1,474,658
0031	Guidance, counseling and evaluation services	5,669,761	5,944,681	5,600,772	343,909
0032	Social work services	338,879	337,479	233,509	103,970
0033	Health services	2,103,828	2,149,767	2,095,124	54,643
0034	Student transportation	5,720,607	5,911,207	4,509,326	1,401,881
0036	Extracurricular activities	5,064,328	6,196,022	5,832,809	363,213
0041	General administration	6,977,886	7,163,051	6,402,124	760,927
0051	Facilities maintenance and operations	31,180,089	34,852,258	30,307,115	4,545,143
0052	Security and monitoring services	2,819,118	3,563,118	3,301,753	261,365
0053	Data processing services	3,583,983	4,078,301	3,073,286	1,005,015
0061	Community services	224,235	228,435	58,182	170,253
<b>Debt Service:</b>					
0071	Principal on long-term debt	1,114,965	1,114,965	975,969	138,996
0072	Interest on long-term debt	-	-	138,995	(138,995)
<b>Capital Outlay:</b>					
0081	Facilities acquisition and construction	-	338,051	272,772	65,279
<b>Intergovernmental:</b>					
0093	Payments to Fiscal Agent/Member Districts of SSA	380,000	385,000	383,694	1,306
0095	Payments to Juvenile Justice Alt. Ed. Prgm.	150,000	150,000	150,000	-
0099	Other Intergovernmental Charges	1,314,465	6,631,000	1,365,505	5,265,495
<b>6030</b>	<b>Total Expenditures</b>	<u>173,445,347</u>	<u>179,799,830</u>	<u>161,113,867</u>	<u>18,685,963</u>
1100	Excess (deficiency) of revenues over expenditures	<u>(425,000)</u>	<u>(6,159,468)</u>	<u>2,409,848</u>	<u>8,569,316</u>
<b>Other Financing Sources (Uses)</b>					
7912	Sale of property	425,000	516,295	551,757	35,462
8911	Transfers Out	-	-	(5,181,000)	(5,181,000)
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<u>425,000</u>	<u>516,295</u>	<u>(4,629,243)</u>	<u>(5,145,538)</u>
<b>Special Item</b>					
7918	Special items (insurance recoveries)	-	-	3,612,873	3,612,873
<b>8080</b>	<b>Total Special Items</b>	<u>-</u>	<u>-</u>	<u>3,612,873</u>	<u>3,612,873</u>
1200	Net change in fund balances	-	(5,643,173)	1,393,478	7,036,651
<b>0100</b>	<b>Fund Balances - Beginning</b>	<u>67,241,491</u>	<u>67,241,491</u>	<u>67,241,491</u>	<u>-</u>
<b>3000</b>	<b>Fund Balances - Ending</b>	<u>\$ 67,241,491</u>	<u>\$ 61,598,318</u>	<u>\$ 68,634,969</u>	<u>\$ 7,036,651</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**NOTES TO REQUIRED SUPPLEMENTARY SCHEDULE**  
**BUDGETARY COMPARISON SCHEDULE**

**A. Budgets and Budgetary Accounting**

The District adopts annual appropriations type budgets for the General Fund, Child Nutrition Program Special Revenue Fund, and the Debt Service Fund using the same method of accounting as for financial reporting, as required by law. The remaining Special Revenue Funds (primarily federal grant programs) utilize a managerial type budget approved at the fund level by the Board of Trustees upon acceptance of the grants. These grants are subject to federal, state and locally imposed project length budgets and monitoring through submission of reimbursement reports. The General Fund Budget report is presented on Exhibit G-1, the Child Nutrition Program Special Revenue fund budget report and the Debt Service Fund budget report appear on Exhibit J-2 and J-3, respectively.

Expenditures may not legally exceed budgeted appropriations at the function or activity level. Expenditure requests which would require an increase in total budgeted appropriations must be approved by the Trustees through formal budget amendment. State law prohibits trustees from making budget appropriations in excess of funds available and estimated revenues. State law also prohibits amendment of the budget after fiscal year end. Supplemental appropriations were made to the General Fund during the fiscal year ended June 30, 2022, the Board of Trustees approved budget amendments to decrease or supplement appropriations as follows:

	<u>General Fund</u>	<u>Child Nutrition Program</u>
Amendments Approved	\$ 6,354,483	\$ 334,175

The amendments approved for the General Fund other than those to transfer funds between functions were to carry forward purchase orders from the prior fiscal year. In addition, there were various amendments approved to increase department and campus budgets due to increased costs as a result of inflation. There was an increase to the operating transfers out to the local capital projects fund for new building and maintenance projects, and an increase to the operating transfers out to Child Nutrition for the District’s portion of new cafeteria furniture and Child Nutrition’s portion of insurance reimbursement related to Tropical Storm Imelda.

The administrative level at which responsibility for control of budgeted appropriations begins is at the organizational level within each function of operations. The finance department reviews closely the expenditure requests submitted by the various organizational heads (principal and department heads) throughout the year to ensure proper spending compliance. No public funds of the District shall be expended in any manner other than as provided for in the budget adopted by the Board of Trustees. The official school budget was prepared for adoption for budgeted governmental fund types by June 30, 2021. The budget was formally adopted by the Board of Trustees at a duly advertised public meeting prior to the expenditure of funds. The final amended budget is filed with the Texas Education Agency (TEA) through inclusion in the annual financial and compliance report.

**B. Expenditures in Excess of Appropriations**

At the end of the current fiscal year, the District did not have expenditures in excess of appropriations for the legally adopted budgets.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF**  
**THE NET PENSION LIABILITY**  
**TEACHER RETIREMENT SYSTEM OF TEXAS**  
**For the Last Eight Measurement Years Ended August 31**

**Exhibit G-2**

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
District's proportion of the net pension liability	0.08704%	0.09110%	0.09030%	0.08820%
District's proportionate share of the net pension liability	\$ 22,168,095	\$ 48,796,352	\$ 46,931,929	\$ 48,541,296
State's proportionate share of the net pension liability associated with the District	35,584,879	73,637,438	72,192,659	82,093,947
<b>Total</b>	<u>\$ 57,752,974</u>	<u>\$ 122,433,790</u>	<u>\$ 119,124,588</u>	<u>\$ 130,635,243</u>
District's covered payroll (for Measurement Year)	\$ 137,900,137	\$ 104,672,783	\$ 98,328,720	\$ 97,745,584
District's proportionate share of the net pension liability as a percentage of its covered payroll	16.08%	46.62%	47.73%	49.66%
Plan fiduciary net position as a percentage of the total pension liability *	88.79%	75.54%	75.24%	73.74%
Plan's net pension liability as a percentage of covered payroll *	51.08%	110.36%	114.93%	126.11%
	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
District's proportion of the net pension liability	0.09660%	0.08520%	0.07820%	0.05810%
District's proportionate share of the net pension liability	\$ 30,883,522	\$ 32,197,755	\$ 27,627,919	\$ 15,529,731
State's proportionate share of the net pension liability associated with the District	51,387,432	65,439,366	62,807,388	68,127,998
<b>Total</b>	<u>\$ 82,270,954</u>	<u>\$ 97,637,121</u>	<u>\$ 90,435,307</u>	<u>\$ 83,657,729</u>
District's covered payroll (for Measurement Year)	\$ 101,644,863	\$ 98,619,316	\$ 93,463,819	\$ 115,538,311
District's proportionate share of the net pension liability as a percentage of its covered payroll	30.38%	32.65%	29.56%	13.44%
Plan fiduciary net position as a percentage of the total pension liability *	82.17%	78.00%	78.43%	83.25%
Plan's net pension liability as a percentage of covered payroll *	75.93%	92.75%	91.94%	72.89%
Plan's net pension liability as a percentage of covered payroll *				

The amounts presented are for each Plan year which ends the preceding August 31 of the District's fiscal year.

Note: Ten years of data should be presented in this schedule, but data is unavailable prior to 2014.  
Net Pension Liability and related ratios will be presented prospectively as data becomes available

\* Per Teacher Retirement System of Texas' Annual Comprehensive Financial Report.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF THE DISTRICT CONTRIBUTIONS**  
**TEACHER RETIREMENT SYSTEM OF TEXAS**  
**Last Eight Fiscal Years Ended June 30**

*Exhibit G-3*

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>
Contractually required contributions	\$ 3,908,491	\$ 3,732,411	\$ 3,648,946	\$ 2,670,678
Contributions in relation to the contractual required contributions	<u>3,908,491</u>	<u>3,732,411</u>	<u>3,648,946</u>	<u>2,670,678</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 103,811,001	\$ 104,947,801	\$ 103,934,656	\$ 98,273,936
Contributions as a percentage of covered payroll	3.77%	3.56%	3.51%	2.72%

	<u>2018</u>	<u>* 2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contributions	\$ 2,951,597	\$ 2,652,811	\$ 2,702,669	\$ 2,417,013
Contributions in relation to the contractual required contributions	<u>2,951,597</u>	<u>2,652,811</u>	<u>2,702,669</u>	<u>2,417,013</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 98,549,158	\$ 84,255,425	\$ 98,619,316	\$ 93,461,105
Contributions as a percentage of covered payroll	3.00%	3.15%	2.74%	2.59%

\* The District converted to a June 30th year-end during fiscal year 2017.  
As such, 2017 only reflects ten months of contributions. Fiscal years 2016 and prior ended August 31st.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**NOTES TO REQUIRED SUPPLEMENTARY PENSION INFORMATION**  
**TEACHER RETIREMENT SYSTEM OF TEXAS**

**Changes of Assumptions**

There were no changes in assumptions since the prior measurement date.

**Changes in Benefit Terms**

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

**Other Information**

Effective September 1, 2014, employers who did not contribute to Social Security for TRS-eligible employees were required to contribute an additional 1.5% of TRS-eligible compensation which nearly doubled the District's contributions into the Plan. Because the District's proportional share of the plan is determined by its proportional share of contributions, the District recognized a corresponding increase in its share of net pension liability.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF**  
**THE NET OPEB LIABILITY**  
**TEACHER RETIREMENT SYSTEM OF TEXAS**  
**For the Last Five Measurement Years Ended August 31**

*Exhibit G-4*

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
District's proportion of the net OPEB liability	0.13310%	0.13760%	0.13590%	0.13540%	0.12620%
District's proportionate share of the net OPEB liability	\$ 51,332,827	\$ 52,303,666	\$ 64,287,844	\$ 67,585,798	\$ 54,875,362
State's proportionate share of the net OPEB liability associated with the District	<u>68,774,548</u>	<u>70,283,589</u>	<u>85,424,165</u>	<u>81,680,446</u>	<u>78,005,031</u>
Total	<u>\$ 120,107,375</u>	<u>\$ 122,587,255</u>	<u>\$ 149,712,009</u>	<u>\$ 149,266,244</u>	<u>\$ 132,880,393</u>
District's covered payroll (for Measurement Year)	\$ 137,900,137	\$ 104,672,783	\$ 98,328,720	\$ 97,745,584	\$ 101,644,863
District's proportionate share of the net OPEB liability as a percentage of its covered payroll	37.2%	50.0%	65.4%	69.1%	54.0%
Plan fiduciary net position as a percentage of the total OPEB liability *	6.18%	4.99%	2.66%	1.57%	0.91%
Plan's net OPEB liability as a percentage of covered payroll *	100.13%	101.46%	135.21%	146.64%	132.55%

Note: Ten years of data should be presented in this schedule, but data is unavailable prior to 2017.  
Net OPEB Liability and related ratios will be presented prospectively as data becomes available

\* Per Teacher Retirement System of Texas' Annual Comprehensive Financial Report.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF THE DISTRICT OPEB CONTRIBUTIONS**  
**TEACHER RETIREMENT SYSTEM OF TEXAS**  
**Last Five Fiscal Years Ended June 30**

*Exhibit G-5*

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Contractually required contributions	\$ 1,013,909	\$ 1,030,791	\$ 1,029,189	\$ 908,872	\$ 945,863
Contributions in relation to the contractual required contributions	<u>1,013,909</u>	<u>1,030,791</u>	<u>1,029,189</u>	<u>908,872</u>	<u>945,863</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 103,811,001	\$ 104,947,801	\$ 103,934,656	\$ 98,273,936	\$ 98,549,158
Contributions as a percentage of covered payroll	0.98%	0.98%	0.99%	0.92%	0.96%

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**NOTES TO REQUIRED SUPPLEMENTARY OPEB INFORMATION**  
**TEACHER RETIREMENT SYSTEM OF TEXAS**

**Changes of Assumptions**

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB Liability (TOL) since the prior measurement period:

- The discount rate changed from 1.95 percent as of August 31, 2020 to 2.63 percent as of August 31, 2021. This change decreased the Total OPEB Liability (TOL).
- The participation rate for post-65 retirees was lowered from 50 percent to 40 percent. This change lowered the Total OPEB Liability.
- The ultimate health care trend rate assumption was lowered from 4.50 percent to 4.25 percent as a result of Congress' repeal of the excise (Cadillac) tax on high-cost employer health plans in December 2019. This change lowered the Total OPEB Liability.

**Changes in Benefit Terms**

There were no changes in benefit terms since the prior measurement date. TRS created a single Medicare Advantage plan and Medicare prescription drug plan for all Medicare-eligible participants.

## **OTHER SUPPLEMENTARY INFORMATION**

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

	205	211	224	225
Data Control Codes	Head Start	ESEA Title I, A - Improving Basic Ed.	IDEA B - Formula	IDEA B - Preschool
<b>Assets</b>				
1110	\$ -	\$ -	\$ 446,005	\$ 67,684
<b>Receivables:</b>				
1240	1,222,888	1,999,102	709,237	9,657
1260	-	-	-	-
1290	4,623	770	-	-
1310	-	-	-	-
<b>1000 Total Assets</b>	<b><u>1,227,511</u></b>	<b><u>\$ 1,999,872</u></b>	<b><u>\$ 1,155,242</u></b>	<b><u>\$ 77,341</u></b>
<b>Liabilities and Fund Balances</b>				
<b>Liabilities:</b>				
2110	\$ 48,866	\$ 269,590	\$ 147,001	\$ -
2150	-	-	-	-
2160	351,446	633,000	170,134	4,875
2170	827,199	1,096,927	838,107	72,466
2180	-	-	-	-
2300	-	355	-	-
<b>2000 Total Liabilities</b>	<b><u>1,227,511</u></b>	<b><u>1,999,872</u></b>	<b><u>1,155,242</u></b>	<b><u>77,341</u></b>
<b>Fund Balance:</b>				
<b>Restricted:</b>				
3450	-	-	-	-
<b>Committed:</b>				
3545	-	-	-	-
<b>3000 Total Fund Balances</b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b>4000 Total Liabilities and Fund Balance</b>	<b><u>\$ 1,227,511</u></b>	<b><u>\$ 1,999,872</u></b>	<b><u>\$ 1,155,242</u></b>	<b><u>\$ 77,341</u></b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

*Exhibit H-1*  
*Page 2 of 10*

Data Control Codes		240	242	244	255
		Child Nutrition	Summer Feeding Program	Vocational Ed. - Basic	ESEA Title II, A - Training and Recruiting
<b>Assets</b>					
1110	Cash and temporary investments	\$ 1,211,486	\$ -	\$ 146,983	\$ 658,047
<b>Receivables:</b>					
1240	Receivables from other governments	104,708	222,641	48,806	133,625
1260	Due from other funds	3,384,667	446,220	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	108,178	-	-	-
<b>1000</b>	<b>Total Assets</b>	<u>\$ 4,809,039</u>	<u>\$ 668,861</u>	<u>\$ 195,789</u>	<u>\$ 791,672</u>
<b>Liabilities and Fund Balances</b>					
<b>Liabilities:</b>					
2110	Accounts payable	\$ 31,479	\$ 6,596	\$ -	\$ 5,100
2150	Payroll deduction and withholdings payable	87,718	-	-	-
2160	Accrued wages payable	298,610	49,819	6,878	85,052
2170	Due to other funds	129	28,762	188,911	701,520
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	37,950	-	-	-
<b>2000</b>	<b>Total Liabilities</b>	<u>455,886</u>	<u>85,177</u>	<u>195,789</u>	<u>791,672</u>
<b>Fund Balance:</b>					
<b>Restricted:</b>					
3450	Federal/State funds grant restrictions	4,353,153	583,684	-	-
<b>Committed:</b>					
3545	Other purposes	-	-	-	-
<b>3000</b>	<b>Total Fund Balances</b>	<u>4,353,153</u>	<u>583,684</u>	<u>-</u>	<u>-</u>
<b>4000</b>	<b>Total Liabilities and Fund Balance</b>	<u>\$ 4,809,039</u>	<u>\$ 668,861</u>	<u>\$ 195,789</u>	<u>\$ 791,672</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

*Exhibit H-1*  
*Page 3 of 10*

Data Control Codes		258	263	265	266
		Public Charter School	ESEA Title III, A - English Lang. Acquisition	Title IV, Part B - 21st Century Community Learning Centers	ESSER
<b>Assets</b>					
1110	Cash and temporary investments	\$ -	\$ 84,907	\$ 443,126	\$ 1,993,699
<b>Receivables:</b>					
1240	Receivables from other governments	-	78,414	162,993	28,439
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
<b>1000</b>	<b>Total Assets</b>	<u>\$ -</u>	<u>\$ 163,321</u>	<u>\$ 606,119</u>	<u>\$ 2,022,138</u>
<b>Liabilities and Fund Balances</b>					
<b>Liabilities:</b>					
2110	Accounts payable	\$ -	\$ 18,692	\$ 5,972	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	5,614	40,501	-
2170	Due to other funds	-	139,015	549,037	2,022,138
2180	Due to other governments	-	-	10,609	-
2300	Unearned revenues	-	-	-	-
<b>2000</b>	<b>Total Liabilities</b>	<u>-</u>	<u>163,321</u>	<u>606,119</u>	<u>2,022,138</u>
<b>Fund Balance:</b>					
<b>Restricted:</b>					
3450	Federal/State funds grant restrictions	-	-	-	-
<b>Committed:</b>					
3545	Other purposes	-	-	-	-
<b>3000</b>	<b>Total Fund Balances</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>4000</b>	<b>Total Liabilities and Fund Balance</b>	<u>\$ -</u>	<u>\$ 163,321</u>	<u>\$ 606,119</u>	<u>\$ 2,022,138</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

*Exhibit H-1*  
*Page 4 of 10*

<u>Data Control Codes</u>	272 Medicaid Administrative Claiming Program - MAC	276 Title I SIP Academy Grant	279 Title I SIP Academy Grant	281 ESSER II
<b>Assets</b>				
1110	Cash and temporary investments	\$ 289,894	\$ -	\$ -
<b>Receivables:</b>				
1240	Receivables from other governments	-	-	10,829
1260	Due from other funds	219,367	-	-
1290	Other receivables	-	-	-
1310	Inventories, at cost	-	-	-
<b>1000</b>	<b>Total Assets</b>	<u>\$ 509,261</u>	<u>\$ -</u>	<u>\$ 10,829</u>
<b>Liabilities and Fund Balances</b>				
<b>Liabilities:</b>				
2110	Accounts payable	\$ -	\$ -	\$ -
2150	Payroll deduction and withholdings payable	-	-	-
2160	Accrued wages payable	-	2,700	-
2170	Due to other funds	-	8,129	2,224,628
2180	Due to other governments	-	-	-
2300	Unearned revenues	509,261	-	-
<b>2000</b>	<b>Total Liabilities</b>	<u>509,261</u>	<u>-</u>	<u>10,829</u>
<b>Fund Balance:</b>				
<b>Restricted:</b>				
3450	Federal/State funds grant restrictions	-	-	-
<b>Committed:</b>				
3545	Other purposes	-	-	-
<b>3000</b>	<b>Total Fund Balances</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>4000</b>	<b>Total Liabilities and Fund Balance</b>	<u>\$ 509,261</u>	<u>\$ -</u>	<u>\$ 10,829</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

Data Control Codes	289 Summer School LEP	315 SSA - IDEA - Part B, Discretionary	340 SSA - IDEA, Part C, Early Intervention (Deaf)	397 Advanced Placement Incentive	
<b>Assets</b>					
1110	Cash and temporary investments	\$ 19,670	\$ 1,533	\$ 245	\$ 701
<b>Receivables:</b>					
1240	Receivables from other governments	347,479	23,033	-	-
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
<b>1000</b>	<b>Total Assets</b>	<u>\$ 367,149</u>	<u>\$ 24,566</u>	<u>\$ 245</u>	<u>\$ 701</u>
<b>Liabilities and Fund Balances</b>					
<b>Liabilities:</b>					
2110	Accounts payable	\$ 31,466	\$ 871	\$ -	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	33,201	23,049	-	-
2170	Due to other funds	302,482	-	206	-
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	-	646	33	701
<b>2000</b>	<b>Total Liabilities</b>	<u>367,149</u>	<u>24,566</u>	<u>239</u>	<u>701</u>
<b>Fund Balance:</b>					
<b>Restricted:</b>					
3450	Federal/State funds grant restrictions	-	-	6	-
<b>Committed:</b>					
3545	Other purposes	-	-	-	-
<b>3000</b>	<b>Total Fund Balances</b>	<u>-</u>	<u>-</u>	<u>6</u>	<u>-</u>
<b>4000</b>	<b>Total Liabilities and Fund Balance</b>	<u>\$ 367,149</u>	<u>\$ 24,566</u>	<u>\$ 245</u>	<u>\$ 701</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

*Exhibit H-1*  
*Page 6 of 10*

Data Control Codes	410 Instructional Materials Allotment	423 Barbara Bush Family Literacy	429 Technology Lending Grant	435 SSA - Regional Day School for the Deaf State	
<b>Assets</b>					
1110	Cash and temporary investments	\$ -	\$ 468	\$ 27,586	\$ 28,609
<b>Receivables:</b>					
1240	Receivables from other governments	112,169	-	-	119,095
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
<b>1000</b>	<b>Total Assets</b>	<u>\$ 112,169</u>	<u>\$ 468</u>	<u>\$ 27,586</u>	<u>\$ 147,704</u>
<b>Liabilities and Fund Balances</b>					
<b>Liabilities:</b>					
2110	Accounts payable	\$ 22,710	\$ -	\$ -	\$ 10
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	-	400	144,643
2170	Due to other funds	57,541	-	-	-
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	31,918	468	27,186	-
<b>2000</b>	<b>Total Liabilities</b>	<u>112,169</u>	<u>468</u>	<u>27,586</u>	<u>144,653</u>
<b>Fund Balance:</b>					
<b>Restricted:</b>					
3450	Federal/State funds grant restrictions	-	-	-	3,051
<b>Committed:</b>					
3545	Other purposes	-	-	-	-
<b>3000</b>	<b>Total Fund Balances</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>3,051</u>
<b>4000</b>	<b>Total Liabilities and Fund Balance</b>	<u>\$ 112,169</u>	<u>\$ 468</u>	<u>\$ 27,586</u>	<u>\$ 147,704</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

*Exhibit H-1*  
*Page 7 of 10*

Data Control Codes	446 State Local Funded Regional Day School Deaf - Local	461 Campus Activity Fund	483 Natatorium Swim Program	484 Campus After School Program	
<b>Assets</b>					
1110	Cash and temporary investments	\$ 158,340	\$ 470,618	\$ -	\$ 25,832
<b>Receivables:</b>					
1240	Receivables from other governments	-	-	-	-
1260	Due from other funds	-	105	91	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
<b>1000</b>	<b>Total Assets</b>	<u>\$ 158,340</u>	<u>\$ 470,723</u>	<u>\$ 91</u>	<u>\$ 25,832</u>
<b>Liabilities and Fund Balances</b>					
<b>Liabilities:</b>					
2110	Accounts payable	\$ 36,751	\$ 24,466	\$ -	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	62,504	-	-	-
2170	Due to other funds	-	169,308	-	-
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	59,085	-	91	25,832
<b>2000</b>	<b>Total Liabilities</b>	<u>158,340</u>	<u>193,774</u>	<u>91</u>	<u>25,832</u>
<b>Fund Balance:</b>					
<b>Restricted:</b>					
3450	Federal/State funds grant restrictions	-	-	-	-
<b>Committed:</b>					
3545	Other purposes	-	276,949	-	-
<b>3000</b>	<b>Total Fund Balances</b>	<u>-</u>	<u>276,949</u>	<u>-</u>	<u>-</u>
<b>4000</b>	<b>Total Liabilities and Fund Balance</b>	<u>\$ 158,340</u>	<u>\$ 470,723</u>	<u>\$ 91</u>	<u>\$ 25,832</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

	485	487	488	489
Data Control Codes	Exxon-Mobil Future Leaders	Exxon-Mobil Reading Initiative	Texas School Ready	Community Education Program
<b>Assets</b>				
1110	\$ 478	\$ 102,716	\$ 5,623	\$ 8,846
<b>Receivables:</b>				
1240	-	-	-	-
1260	3,022	24,613	-	-
1290	-	-	-	-
1310	-	-	-	-
<b>1000 Total Assets</b>	<b>\$ 3,500</b>	<b>\$ 127,329</b>	<b>\$ 5,623</b>	<b>\$ 8,846</b>
<b>Liabilities and Fund Balances</b>				
<b>Liabilities:</b>				
2110	\$ -	\$ 4,708	\$ -	\$ -
2150	-	-	-	-
2160	-	-	-	-
2170	-	1,175	166	-
2180	-	-	-	-
2300	3,500	121,446	5,457	8,846
<b>2000 Total Liabilities</b>	<b>3,500</b>	<b>127,329</b>	<b>5,623</b>	<b>8,846</b>
<b>Fund Balance:</b>				
<b>Restricted:</b>				
3450	-	-	-	-
<b>Committed:</b>				
3545	-	-	-	-
<b>3000 Total Fund Balances</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>4000 Total Liabilities and Fund Balance</b>	<b>\$ 3,500</b>	<b>\$ 127,329</b>	<b>\$ 5,623</b>	<b>\$ 8,846</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

Data Control Codes		491	492	493	495
		Misc Grants	Thomas Center - Scoreboard	DaVinci Minds Grant	Texas Data Champions
<b>Assets</b>					
1110	Cash and temporary investments	\$ -	\$ 50,468	\$ -	\$ 2,648
<b>Receivables:</b>					
1240	Receivables from other governments	-	-	-	-
1260	Due from other funds	145	-	78,232	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
<b>1000</b>	<b>Total Assets</b>	<u>\$ 145</u>	<u>\$ 50,468</u>	<u>\$ 78,232</u>	<u>\$ 2,648</u>
<b>Liabilities and Fund Balances</b>					
<b>Liabilities:</b>					
2110	Accounts payable	\$ -	\$ 1,650	\$ -	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	-	-	-
2170	Due to other funds	-	1,157	-	-
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	145	47,661	78,232	2,648
<b>2000</b>	<b>Total Liabilities</b>	<u>145</u>	<u>50,468</u>	<u>78,232</u>	<u>2,648</u>
<b>Fund Balance:</b>					
<b>Restricted:</b>					
3450	Federal/State funds grant restrictions	-	-	-	-
<b>Committed:</b>					
3545	Other purposes	-	-	-	-
<b>3000</b>	<b>Total Fund Balances</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>4000</b>	<b>Total Liabilities and Fund Balance</b>	<u>\$ 145</u>	<u>\$ 50,468</u>	<u>\$ 78,232</u>	<u>\$ 2,648</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING BALANCE SHEET**  
**June 30, 2022**

*Exhibit H-1*  
*Page 10 of 10*

Data Control Codes		498	499	699		
		District Incentive Program	Other Local Special Revenue Funds	Total Nonmajor Special Revenue Funds	Capital Projects	Total Nonmajor Governmental Funds
<b>Assets</b>						
1110	Cash and temporary investments	\$ -	\$ 53,290	\$ 8,415,500	\$ 13,171,495	\$ 21,586,995
<b>Receivables:</b>						
1240	Receivables from other governments	-	-	5,441,745	-	5,441,745
1260	Due from other funds	11,665	10,061	4,178,188	-	4,178,188
1290	Other receivables	-	-	5,393	-	5,393
1310	Inventories, at cost	-	-	108,178	-	108,178
<b>1000</b>	<b>Total Assets</b>	<u>\$ 11,665</u>	<u>\$ 63,351</u>	<u>\$ 18,190,524</u>	<u>\$ 13,171,495</u>	<u>\$ 31,362,019</u>
<b>Liabilities and Fund Balances</b>						
<b>Liabilities:</b>						
2110	Accounts payable	\$ -	\$ 153	\$ 656,081	\$ -	\$ 656,081
2150	Payroll deduction and withholdings payable	-	-	87,718	-	87,718
2160	Accrued wages payable	-	-	1,912,426	-	1,912,426
2170	Due to other funds	-	-	9,229,003	-	9,229,003
2180	Due to other governments	-	-	10,609	-	10,609
2300	Unearned revenues	11,665	51,400	1,024,526	-	1,024,526
<b>2000</b>	<b>Total Liabilities</b>	<u>11,665</u>	<u>51,553</u>	<u>13,044,532</u>	<u>-</u>	<u>13,044,532</u>
<b>Fund Balance:</b>						
<b>Restricted:</b>						
3450	Federal/State funds grant restrictions	-	11,798	4,951,692	-	4,951,692
<b>Committed:</b>						
3545	Other purposes	-	-	276,949	13,171,495	13,448,444
<b>3000</b>	<b>Total Fund Balances</b>	<u>-</u>	<u>11,798</u>	<u>5,228,641</u>	<u>13,171,495</u>	<u>18,400,136</u>
<b>4000</b>	<b>Total Liabilities and Fund Balance</b>	<u>\$ 11,665</u>	<u>\$ 63,351</u>	<u>\$ 18,273,173</u>	<u>\$ 13,171,495</u>	<u>\$ 31,444,668</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

Data Control Codes		205	211	224	225
		Head Start	ESEA Title I, A - Improving Basic Ed.	IDEA B - Formula	IDEA B - Preschool
<b>Revenues</b>					
5700	Local, intermediate, and out-of-state	\$ -	\$ -	\$ -	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	3,533,976	8,855,531	2,904,235	58,238
<b>5020</b>	<b>Total Revenues</b>	<u>3,533,976</u>	<u>8,855,531</u>	<u>2,904,235</u>	<u>58,238</u>
<b>Expenditures</b>					
<b>Current:</b>					
0011	Instruction	2,526,907	6,310,651	2,547,692	58,238
0012	Instruction resources and media services	55,714	-	-	-
0013	Curriculum and instructional staff development	48,921	102,457	5,781	-
0021	Instructional leadership	106,456	1,017,912	82,313	-
0023	School leadership	195,113	374,607	-	-
0031	Guidance, counseling and evaluation services	-	504,345	268,449	-
0032	Social work services	398,043	-	-	-
0033	Health services	128,775	-	-	-
0034	Student transportation	11,239	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	126,739	-	-
0051	Facilities maintenance and operations	54,293	8,370	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	8,515	410,450	-	-
<b>Capital Outlay:</b>					
0081	Facilities acquisition and construction	-	-	-	-
<b>6030</b>	<b>Total Expenditures</b>	<u>3,533,976</u>	<u>8,855,531</u>	<u>2,904,235</u>	<u>58,238</u>
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
<b>Other Financing Sources (Uses)</b>					
7912	Sale of real or personal property	-	-	-	-
7915	Transfers in	-	-	-	-
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

*Exhibit H-2*  
*Page 2 of 10*

Data Control Codes	240	242	244	255
	Child Nutrition	Summer Feeding Program	Vocational Ed. - Basic	ESEA Title II, A - Training and Recruiting
<b>Revenues</b>				
5700	Local, intermediate, and out-of-state	\$ 573,350	\$ 215	\$ -
5800	State program revenues	123,730	-	-
5900	Federal program revenues	11,791,124	361,314	947,998
<b>5020</b>	<b>Total Revenues</b>	<b>12,488,204</b>	<b>361,529</b>	<b>947,998</b>
<b>Expenditures</b>				
<b>Current:</b>				
0011	Instruction	-	-	179,252
0012	Instruction resources and media services	-	-	-
0013	Curriculum and instructional staff development	-	-	294,756
0021	Instructional leadership	-	-	88,658
0023	School leadership	-	-	38,450
0031	Guidance, counseling and evaluation services	-	-	-
0032	Social work services	-	-	-
0033	Health services	-	-	-
0034	Student transportation	-	-	-
0035	Food service	9,297,782	199,955	-
0036	Extracurricular activities	-	-	-
0041	General administration	-	-	-
0051	Facilities maintenance and operations	198,521	-	-
0052	Security and monitoring services	-	-	-
0053	Data processing services	-	-	-
0061	Community services	-	-	-
<b>Capital Outlay:</b>				
0081	Facilities acquisition and construction	-	-	-
<b>6030</b>	<b>Total Expenditures</b>	<b>9,496,303</b>	<b>199,955</b>	<b>267,910</b>
1100	Excess (deficiency) of revenues over expenditures	2,991,901	161,574	-
<b>Other Financing Sources (Uses)</b>				
7912	Sale of real or personal property	28,974	-	-
7915	Transfers in	181,000	-	-
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<b>209,974</b>	<b>-</b>	<b>-</b>
1200	Net change in fund balances	3,201,875	161,574	-
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<b>1,151,278</b>	<b>422,110</b>	<b>-</b>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<b>\$ 4,353,153</b>	<b>\$ 583,684</b>	<b>\$ -</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

Data Control Codes	258	263	265	266
	Public Charter School	ESEA Title III, A - English Lang. Acquisition	Title IV, Part B - 21st Century Community Learning Centers	ESSER
<b>Revenues</b>				
5700	Local, intermediate, and out-of-state	\$ -	\$ -	\$ -
5800	State program revenues	-	-	-
5900	Federal program revenues	-	208,070	28,439
<b>5020</b>	<b>Total Revenues</b>	<b>-</b>	<b>208,070</b>	<b>28,439</b>
<b>Expenditures</b>				
<b>Current:</b>				
0011	Instruction	-	62,268	28,093
0012	Instruction resources and media services	-	-	-
0013	Curriculum and instructional staff development	-	8,617	-
0021	Instructional leadership	-	16,574	-
0023	School leadership	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-
0032	Social work services	-	-	-
0033	Health services	-	-	-
0034	Student transportation	-	-	74,008
0035	Food service	-	-	-
0036	Extracurricular activities	-	-	-
0041	General administration	-	-	-
0051	Facilities maintenance and operations	-	-	346
0052	Security and monitoring services	-	-	-
0053	Data processing services	-	-	-
0061	Community services	-	120,611	-
<b>Capital Outlay:</b>				
0081	Facilities acquisition and construction	-	-	-
<b>6030</b>	<b>Total Expenditures</b>	<b>-</b>	<b>208,070</b>	<b>28,439</b>
1100	Excess (deficiency) of revenues over expenditures	-	-	-
<b>Other Financing Sources (Uses)</b>				
7912	Sale of real or personal property	-	-	-
7915	Transfers in	-	-	-
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<b>-</b>	<b>-</b>	<b>-</b>
1200	Net change in fund balances	-	-	-
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

Data Control Codes	272	276	279	281
	Medicaid Administrative Claiming Program - MAC	Title I SIP Academy Grant	TCLAS - ESSER III	ESSER II
<b>Revenues</b>				
5700	Local, intermediate, and out-of-state	\$ -	\$ -	\$ -
5800	State program revenues	-	-	-
5900	Federal program revenues	30,532	6,804	108,630
<b>5020</b>	<b>Total Revenues</b>	<b>30,532</b>	<b>6,804</b>	<b>108,630</b>
<b>Expenditures</b>				
<b>Current:</b>				
0011	Instruction	-	6,804	11,879
0012	Instruction resources and media services	-	-	-
0013	Curriculum and instructional staff development	-	-	-
0021	Instructional leadership	-	-	20,477
0023	School leadership	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-
0032	Social work services	-	-	-
0033	Health services	30,532	-	-
0034	Student transportation	-	-	-
0035	Food service	-	-	-
0036	Extracurricular activities	-	-	-
0041	General administration	-	-	-
0051	Facilities maintenance and operations	-	-	-
0052	Security and monitoring services	-	-	-
0053	Data processing services	-	-	-
0061	Community services	-	-	-
<b>Capital Outlay:</b>				
0081	Facilities acquisition and construction	-	-	-
<b>6030</b>	<b>Total Expenditures</b>	<b>30,532</b>	<b>6,804</b>	<b>108,630</b>
1100	Excess (deficiency) of revenues over expenditures	-	-	-
<b>Other Financing Sources (Uses)</b>				
7912	Sale of real or personal property	-	-	-
7915	Transfers in	-	-	-
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<b>-</b>	<b>-</b>	<b>-</b>
1200	Net change in fund balances	-	-	-
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

Data Control Codes	289 Summer School LEP	315 SSA - IDEA - Part B, Discretionary	340 SSA - IDEA, Part C, Early Intervention (Deaf)	397 Advanced Placement Incentive
<b>Revenues</b>				
5700	-	-	-	-
5800	-	-	-	-
5900	970,276	120,689	889	-
<b>5020</b>	<b>970,276</b>	<b>120,689</b>	<b>889</b>	<b>-</b>
<b>Expenditures</b>				
<b>Current:</b>				
0011	314,277	120,689	883	-
0012	-	-	-	-
0013	50,485	-	-	-
0021	102,618	-	-	-
0023	-	-	-	-
0031	238,623	-	-	-
0032	-	-	-	-
0033	123,687	-	-	-
0034	-	-	-	-
0035	-	-	-	-
0036	-	-	-	-
0041	-	-	-	-
0051	140,586	-	-	-
0052	-	-	-	-
0053	-	-	-	-
0061	-	-	-	-
<b>Capital Outlay:</b>				
0081	-	-	-	-
<b>6030</b>	<b>970,276</b>	<b>120,689</b>	<b>883</b>	<b>-</b>
1100	-	-	6	-
<b>Other Financing Sources (Uses)</b>				
7912	-	-	-	-
7915	-	-	-	-
<b>7080</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
1200	-	-	6	-
<b>0100</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>3000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 6</b>	<b>\$ -</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

*Exhibit H-2*  
*Page 6 of 10*

Data Control Codes	410 Advanced Placement Incentive	423 Barbara Bush Family Literacy	429 Technology Lending Grant	435 SSA - Regional Day School for the Deaf State
<b>Revenues</b>				
5700	Local, intermediate, and out-of-state	\$ -	\$ -	\$ 64,394
5800	State program revenues	1,070,908	-	128,177
5900	Federal program revenues	-	-	-
<b>5020</b>	<b>Total Revenues</b>	<b>1,070,908</b>	<b>-</b>	<b>192,571</b>
<b>Expenditures</b>				
<b>Current:</b>				
0011	Instruction	1,070,908	-	66,978
0012	Instruction resources and media services	-	-	-
0013	Curriculum and instructional staff development	-	-	-
0021	Instructional leadership	-	-	-
0023	School leadership	-	-	-
0031	Guidance, counseling and evaluation services	-	-	64,416
0032	Social work services	-	-	-
0033	Health services	-	-	88,566
0034	Student transportation	-	-	-
0035	Food service	-	-	-
0036	Extracurricular activities	-	-	-
0041	General administration	-	-	-
0051	Facilities maintenance and operations	-	-	60,043
0052	Security and monitoring services	-	-	(1,440)
0053	Data processing services	-	-	66,990
0061	Community services	-	-	-
<b>Capital Outlay:</b>				
0081	Facilities acquisition and construction	-	-	-
<b>6030</b>	<b>Total Expenditures</b>	<b>1,070,908</b>	<b>-</b>	<b>192,571</b>
1100	Excess (deficiency) of revenues over expenditures	-	-	-
<b>Other Financing Sources (Uses)</b>				
7912	Sale of real or personal property	-	-	-
7915	Transfers in	-	-	-
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<b>-</b>	<b>-</b>	<b>-</b>
1200	Net change in fund balances	-	-	-
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<b>-</b>	<b>-</b>	<b>3,051</b>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,051</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

*Exhibit H-2*  
*Page 7 of 10*

	446	461	483	484	
Data Control Codes	State Local Funded Regional Day School Deaf - Local	Campus Activity Fund	Natatorium Swim Program	Campus After School Program	
<b>Revenues</b>					
5700	Local, intermediate, and out-of-state	\$ 1,163,469	\$ 401,360	\$ 27,174	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	-	-	-	-
<b>5020</b>	<b>Total Revenues</b>	<b>1,163,469</b>	<b>401,360</b>	<b>27,174</b>	<b>-</b>
<b>Expenditures</b>					
<b>Current:</b>					
0011	Instruction	781,627	-	27,174	-
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	5,371	-	-	-
0021	Instructional leadership	242,647	-	-	-
0023	School leadership	-	408,627	-	-
0031	Guidance, counseling and evaluation services	103,587	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	935	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	29,302	-	-	-
<b>Capital Outlay:</b>					
0081	Facilities acquisition and construction	-	-	-	-
<b>6030</b>	<b>Total Expenditures</b>	<b>1,163,469</b>	<b>408,627</b>	<b>27,174</b>	<b>-</b>
1100	Excess (deficiency) of revenues over expenditures	-	(7,267)	-	-
<b>Other Financing Sources (Uses)</b>					
7912	Sale of real or personal property	-	-	-	-
7915	Transfers in	-	-	-	-
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
1200	Net change in fund balances	-	(7,267)	-	-
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<b>-</b>	<b>284,216</b>	<b>-</b>	<b>-</b>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<b>\$ -</b>	<b>\$ 276,949</b>	<b>\$ -</b>	<b>\$ -</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

	485	487	488	489	
Data Control Codes	Exxon-Mobil Future Leaders	Exxon-Mobil Reading Initiative	Texas School Ready	Community Education Program	
<b>Revenues</b>					
5700	Local, intermediate, and out-of-state	\$ 1,522	\$ 97,660	\$ 950	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	-	-	-	-
<b>5020</b>	<b>Total Revenues</b>	<b>1,522</b>	<b>97,660</b>	<b>950</b>	<b>-</b>
<b>Expenditures</b>					
<b>Current:</b>					
0011	Instruction	-	97,660	-	-
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	-	-	-
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	1,522	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	-	950	-
<b>Capital Outlay:</b>					
0081	Facilities acquisition and construction	-	-	-	-
<b>6030</b>	<b>Total Expenditures</b>	<b>1,522</b>	<b>97,660</b>	<b>950</b>	<b>-</b>
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
<b>Other Financing Sources (Uses)</b>					
7912	Sale of real or personal property	-	-	-	-
7915	Transfers in	-	-	-	-
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
1200	Net change in fund balances	-	-	-	-
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

Data Control Codes		491	492	493	495
		Misc Grants	Thomas Center - Scoreboard	DaVinci Minds Grant	Texas Data Champions
<b>Revenues</b>					
5700	Local, intermediate, and out-of-state	\$ 1,093	\$ 31,819	\$ 728,605	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	-	-	-	-
<b>5020</b>	<b>Total Revenues</b>	<u>1,093</u>	<u>31,819</u>	<u>728,605</u>	<u>-</u>
<b>Expenditures</b>					
<b>Current:</b>					
0011	Instruction	-	-	-	-
0012	Instruction resources and media services	1,093	-	-	-
0013	Curriculum and instructional staff development	-	-	-	-
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	31,819	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	728,605	-
0061	Community services	-	-	-	-
<b>Capital Outlay:</b>					
0081	Facilities acquisition and construction	-	-	-	-
<b>6030</b>	<b>Total Expenditures</b>	<u>1,093</u>	<u>31,819</u>	<u>728,605</u>	<u>-</u>
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
<b>Other Financing Sources (Uses)</b>					
7912	Sale of real or personal property	-	-	-	-
7915	Transfers in	-	-	-	-
<b>7080</b>	<b>Total Other Financing Sources and Uses</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
<b>0100</b>	<b>Fund Balance - July 1 (Beginning)</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>3000</b>	<b>Fund Balance - June 30 (Ending)</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS**  
**For the Year Ended June 30, 2022**

*Exhibit H-2*  
*Page 10 of 10*

Data Control Codes		498	499	699		
		District Incentive Program	Other Local Special Revenue Funds	Total Nonmajor Special Revenue Funds	Capital Projects	Total Nonmajor Governmental Funds
<b>Revenues</b>						
5700	Local, intermediate, and out-of-state	\$ 12,381	\$ 59,544	\$ 3,169,236	\$ -	\$ 3,169,236
5800	State program revenues	-	-	2,192,091	-	2,192,091
5900	Federal program revenues	-	-	29,789,313	-	29,789,313
5020	<b>Total Revenues</b>	<u>12,381</u>	<u>59,544</u>	<u>35,150,640</u>	<u>-</u>	<u>35,150,640</u>
<b>Expenditures</b>						
<b>Current:</b>						
0011	Instruction	-	11,911	15,567,009	-	15,567,009
0012	Instruction resources and media services	-	12	56,819	-	56,819
0013	Curriculum and instructional staff development	-	-	465,903	-	465,903
0021	Instructional leadership	-	-	1,802,080	-	1,802,080
0023	School leadership	-	-	1,016,797	-	1,016,797
0031	Guidance, counseling and evaluation services	-	-	940,797	-	940,797
0032	Social work services	-	-	398,043	-	398,043
0033	Health services	-	-	248,808	-	248,808
0034	Student transportation	-	-	85,247	-	85,247
0035	Food service	-	-	9,497,737	-	9,497,737
0036	Extracurricular activities	-	47,625	80,966	-	80,966
0041	General administration	12,381	-	139,120	-	139,120
0051	Facilities maintenance and operations	-	-	321,573	1,360,485	1,682,058
0052	Security and monitoring services	-	-	(1,440)	-	(1,440)
0053	Data processing services	-	-	795,595	-	795,595
0061	Community services	-	-	571,976	-	571,976
<b>Capital Outlay:</b>						
0081	Facilities acquisition and construction	-	-	-	156,918	156,918
6030	<b>Total Expenditures</b>	<u>12,381</u>	<u>59,548</u>	<u>31,993,060</u>	<u>1,517,403</u>	<u>33,510,463</u>
1100	Excess (deficiency) of revenues over expenditures	<u>-</u>	<u>(4)</u>	<u>3,157,580</u>	<u>(1,517,403)</u>	<u>1,640,177</u>
<b>Other Financing Sources (Uses)</b>						
7912	Sale of real or personal property	-	-	28,974	-	28,974
7915	Transfers in	-	-	188,915	5,000,000	5,188,915
7080	<b>Total Other Financing Sources and Uses</b>	<u>-</u>	<u>-</u>	<u>217,054</u>	<u>5,000,000</u>	<u>5,259,495</u>
1200	Net change in fund balances	-	(4)	3,408,285	3,482,597	6,933,323
0100	<b>Fund Balance - July 1 (Beginning)</b>	<u>-</u>	<u>11,802</u>	<u>1,872,457</u>	<u>9,688,898</u>	<u>11,561,355</u>
3000	<b>Fund Balance - June 30 (Ending)</b>	<u>\$ -</u>	<u>\$ 11,798</u>	<u>\$ 5,228,641</u>	<u>\$ 13,171,495</u>	<u>\$ 18,494,678</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF FIDUCIARY NET POSITION**  
**June 30, 2022**

*Exhibit H-3*  
*Page 1 of 2*

Data Control Codes	836 Alex Durley Scholarship	837 Joe H Tonahill Scholarship	838 Mike Taylor Scholarship	839 Charles Weinbaum Scholarship	841 Paul A Brown Scholarship
<b>Assets</b>					
Current Assets:					
1110	\$ 17,819	\$ 20,491	\$ 3,553	\$ 1,058	\$ 5,733
Receivables:					
1260	-	-	-	-	-
1290	-	-	-	-	-
<b>1000</b>	<b>17,819</b>	<b>20,491</b>	<b>3,553</b>	<b>1,058</b>	<b>5,733</b>
<b>Liabilities</b>					
Current Liabilities:					
2110	-	-	-	-	-
<b>2000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Position</b>					
Restricted for student scholarships and other activities					
3800	\$ 17,819	\$ 20,491	\$ 3,553	\$ 1,058	\$ 5,733
<b>3800</b>	<b>17,819</b>	<b>20,491</b>	<b>3,553</b>	<b>1,058</b>	<b>5,733</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF FIDUCIARY NET POSITION**  
**June 30, 2022**

*Exhibit H-3*  
*Page 2 of 2*

Data Control Codes	842 Wells, Peyton, Greenburg & Hunt	843 Gulf Coast Area Association of School Boards	Total Private Purpose Trust Funds	865 Student Activity Account	Total Custodial Fund
<b>Assets</b>					
Current Assets:					
1110	\$ 1,500	\$ 2,000	\$ 52,154	\$ 224,734	\$ 224,734
Receivables:					
1260	-	-	-	104,906	104,906.00
1290	-	-	-	2,078	2,078
<b>1000</b>	<b>1,500</b>	<b>2,000</b>	<b>52,154</b>	<b>331,718</b>	<b>\$ 331,718</b>
<b>Liabilities</b>					
Current Liabilities:					
2110	\$ -	\$ -	\$ -	89	\$ 89
<b>2000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 89</b>	<b>\$ 89</b>
<b>Net Position</b>					
Restricted for student scholarships and other activities					
3800	\$ 1,500	\$ 2,000	\$ 52,154	\$ 331,629	\$ 331,629
	<b>\$ 1,500</b>	<b>\$ 2,000</b>	<b>\$ 52,154</b>	<b>\$ 331,629</b>	<b>\$ 331,629</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET POSITION**  
**For the Year Ended June 30, 2022**

*Exhibit H-4*  
*Page 1 of 2*

	836	837	838	839	841
	Alex Durley Scholarship	Joe H Tonahill Scholarship	Mike Taylor Scholarship	Charles Weinbaum Scholarship	Paul A Brown Scholarship
<b>Contributions</b>					
Gifts and contributions	\$ -	\$ -	\$ -	\$ -	\$ -
Revenues from student activities	-	-	-	-	-
<b>Total Contributions</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Deductions</b>					
Scholarships awarded					
Payments for student activities	-	-	-	-	-
<b>Total Deductions</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Change in net position	-	-	-	-	-
<b>Net Position Beginning of Year</b>	<u>17,819</u>	<u>20,491</u>	<u>3,553</u>	<u>1,058</u>	<u>5,733</u>
<b>Net Position - Ending</b>	<u>\$ 17,819</u>	<u>\$ 20,491</u>	<u>\$ 3,553</u>	<u>\$ 1,058</u>	<u>\$ 5,733</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET POSITION**  
**For the Year Ended June 30, 2022**

*Exhibit H-4*  
*Page 2 of 2*

	842	843		865	
	<u>Wells, Peyton, Greenburg &amp; Hunt</u>	<u>Gulf Coast Area Association of School Boards</u>	<u>Total Private Purpose Trust Funds</u>	<u>Student Activity Account</u>	<u>Total Custodial Fund</u>
<b>Contributions</b>					
Gifts and contributions	\$ -	\$ 1,500	\$ 1,500	\$ 25,223	\$ 25,223
Revenues from student activities	-	-	-	552,319	552,319
<b>Total Contributions</b>	<u>-</u>	<u>1,500</u>	<u>1,500</u>	<u>577,542</u>	<u>577,542</u>
<b>Deductions</b>					
Non-operating expenses	-	-	-	573,306	573,306
<b>Total Deductions</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>573,306</u>	<u>573,306</u>
Change in net position	-	1,500	1,500	4,236	4,236
<b>Net Position Beginning of Year</b>	<u>1,500</u>	<u>500</u>	<u>50,654</u>	<u>327,393</u>	<u>327,393</u>
<b>Net Position End of Year</b>	<u>\$ 1,500</u>	<u>\$ 2,000</u>	<u>\$ 52,154</u>	<u>\$ 331,629</u>	<u>\$ 331,629</u>



## **REQUIRED TEA SCHEDULES**

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF DELINQUENT TAXES RECEIVABLE**  
**For the Year Ended June 30, 2022**

*Exhibit J-1*  
*Page 1 of 2*

Last Ten Fiscal Years	1		2	3	10
	Tax Rates		Debt Service	Net Assessed/Appraised Value For School Tax Purposes	Beginning Balance 7/1/2021
	Maintenance				
2013 and prior	Various		Various	Various	\$ 2,642,390
2014	1.040000		0.275000	9,783,235,099	547,878
2015	1.040000		0.275000	9,775,170,418	622,727
2016	1.040000		0.275000	9,648,331,407	692,522
2017	1.040000		0.275000	9,871,550,494	776,421
2018	1.040000		0.254050	10,268,422,996	869,890
2019	1.040000		0.254050	10,406,282,292	1,169,406
2020	0.970000		0.254050	11,237,308,760	1,491,378
2021	0.966400		0.254050	11,348,705,039	2,651,404
2022	0.908900		0.252610	11,829,425,735	
<b>1000 Totals</b>					<u><u>\$ 11,464,016</u></u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF DELINQUENT TAXES RECEIVABLE**  
**For the Year Ended June 30, 2022**

*Exhibit J-1*  
*Page 2 of 2*

	20	31	32	40	50
<u>Last Ten Fiscal Years</u>	<u>Current Year's Total Levy</u>	<u>Maintenance Total Collections</u>	<u>Debt Service Total Collections</u>	<u>Entire Year's Adjustments</u>	<u>Ending Balance 6/30/2022</u>
2013 and prior	\$ -	\$ 143,170	\$ 25,991	\$ (309,686)	\$ 2,163,543
2014	-	43,154	11,411	(10,040)	483,273
2015	-	56,351	14,901	(10,360)	541,115
2016	-	66,599	17,610	(9,378)	598,935
2017	-	87,164	23,048	(9,589)	656,620
2018	-	123,682	30,213	(9,816)	706,179
2019	-	205,257	50,140	(20,656)	893,353
2020	-	242,566	63,529	(97,692)	1,087,591
2021	-	757,699	199,186	(399,450)	1,295,069
2022	<u>142,425,338</u>	<u>104,429,600</u>	<u>34,049,308</u>	<u>(811,387)</u>	<u>3,135,043</u>
<b>1000 Totals</b>	<u>\$ 142,425,338</u>	<u>\$ 106,155,242</u>	<u>\$ 34,485,337</u>	<u>\$ (1,688,054)</u>	<u>\$ 11,560,721</u>
Penalty and interest receivable on taxes					<u>9,115,301</u>
<b>Total taxes receivable per Exhibit C-1</b>					<u>\$ 20,676,022</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**BUDGETARY COMPARISON SCHEDULE**  
**CHILD NUTRITION PROGRAM FUND**  
**For the Year Ended June 30, 2022**

*Exhibit J-2*

	<u>Budgeted Amounts</u>		<u>Actual Amounts, GAAP Basis</u>	<u>Variance with Final Budget - Positive (Negative)</u>
	<u>Original</u>	<u>Final</u>		
<b>Revenues</b>				
Local revenues	\$ 261,504	\$ 339,081	\$ 573,350	\$ 234,269
State program revenues	56,845	56,845	123,730	66,885
Federal program revenues	11,864,960	11,940,558	11,791,124	(149,434)
<b>Total Revenues</b>	<u>12,183,309</u>	<u>12,336,484</u>	<u>12,488,204</u>	<u>151,720</u>
<b>Expenditures</b>				
<b>Current:</b>				
Food services	11,400,027	11,682,833	9,297,782	2,385,051
Facilities maintenance and operations	274,457	274,457	198,521	75,936
<b>Capital Outlay:</b>				
Facilities acquisition and construction	508,825	560,194	-	560,194
<b>Total Expenditures</b>	<u>12,183,309</u>	<u>12,517,484</u>	<u>9,496,303</u>	<u>3,021,181</u>
<b>Other Financing Sources (Uses)</b>				
Sale of real or personal property	-	-	28,974	28,974
Transfers in	-	181,000	181,000	-
<b>Total Other Financing Sources (Uses)</b>	<u>-</u>	<u>181,000</u>	<u>209,974</u>	<u>28,974</u>
Net change in fund balances	-	-	3,201,875	3,201,875
<b>Fund Balances - Beginning</b>	<u>1,151,278</u>	<u>1,151,278</u>	<u>1,151,278</u>	<u>-</u>
<b>Fund Balances - Ending</b>	<u>\$ 1,151,278</u>	<u>\$ 1,151,278</u>	<u>\$ 4,353,153</u>	<u>\$ 3,201,875</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**BUDGETARY COMPARISON SCHEDULE**  
**DEBT SERVICE FUND**  
**For the Year Ended June 30, 2022**

*Exhibit J-3*

	<u>Budgeted Amounts</u>		<u>Actual Amounts, GAAP Basis</u>	<u>Variance with Final Budget - Positive (Negative)</u>
	<u>Original</u>	<u>Final</u>		
<b>Revenues</b>				
Local and intermediate sources	\$ 35,406,458	\$ 35,406,458	\$ 34,752,946	\$ (653,512)
State program revenues	-	-	410,444	410,444
<b>Total Revenues</b>	<u>35,406,458</u>	<u>35,406,458</u>	<u>35,163,390</u>	<u>(243,068)</u>
<b>Expenditures</b>				
<b>Debt Service:</b>				
Principal on long-term debt	24,346,949	24,346,949	23,745,000	601,949
Interest on long-term debt	11,039,509	11,039,509	11,039,509	-
Bond issuance costs and fees	20,000	20,000	295,371	(275,371)
<b>Total Expenditures</b>	<u>35,406,458</u>	<u>35,406,458</u>	<u>35,079,880</u>	<u>326,578</u>
Net change in fund balances	-	-	83,510	83,510
<b>Fund Balances - Beginning</b>	<u>13,054,366</u>	<u>13,054,366</u>	<u>13,054,366</u>	<u>-</u>
<b>Fund Balances - Ending</b>	<u>\$ 13,054,366</u>	<u>\$ 13,054,366</u>	<u>\$ 13,137,876</u>	<u>\$ 83,510</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT***Exhibit J-4***COMPENSATORY EDUCATION PROGRAM AND BILINGUAL EDUCATION PROGRAM COMPLIANCE RESPONSES***For the Year Ended June 30, 2022*

<b>Data Codes</b>	<b>Section A: Compensatory Education Programs</b>	<b>Responses</b>
AP1	Did your LEA expend any state compensatory education program state allotment funds during the district's fiscal year?	Yes
AP2	Does the LEA have written policies and procedures for its state compensatory education program?	Yes
AP3	List the total state allotment funds received for state compensatory education programs during the district's fiscal year.	\$ 21,512,410
AP4	List the actual direct program expenditures for state compensatory education programs during the LEA's fiscal year. (PICs 24, 26, 28, 29, 30, 34)	\$ 17,527,915
<b>Section B: Bilingual Education Programs</b>		
AP5	Did your LEA expend any bilingual education program state allotment funds during the LEA's fiscal year?	Yes
AP6	Does the LEA have written policies and procedures for its bilingual education program?	Yes
AP7	List the total state allotment funds received for bilingual education programs during the LEA's fiscal year.	\$ 1,251,237
AP8	List the actual direct program expenditures for bilingual education programs during the LEA's fiscal year. (PICs 25, 35)	\$ 816,895

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS**  
**For the Year Ended June 30, 2022**

*Schedule L-1*

SF1	Was there an unmodified opinion in the Annual Financial Report on the financial statements as a whole?	Yes
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning nonpayment of any terms of any debt agreement at fiscal year end?	No
SF3	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	
	(If the school district was issued a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered <b>to not have made</b> timely payments.) Payments to the TRS and TWC are considered timely if a warrant hold that was issued in connection to the untimely payment was cleared within 30 days from the date the warrant hold was issued.	
	Payments to the IRS are considered timely if a penalty or delinquent payment notice was cleared within 30 days from the date the notice was issued.	Yes
SF4	Was the school district issued a warrant hold? Even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days, the school district is considered to have been issued a warrant hold.	No
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?	No
SF6	Was there any disclosure in the Annual Financial Report of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?	No
SF7	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	Yes
SF8	Did the school board members discuss the school district's property values at a board meeting within 120 days before the school district adopted its budget?	Yes
SF9	Total accumulated accretion on CABs included in government-wide financial statements at fiscal year-end.	1,397,639

NOTE: This schedule is to be included as part of the annual financial audit report (AFR) submission on the required due date and published as a part of the school district's AFR. This schedule should be submitted in the data feed file and submitted as an Adobe Acrobat portable document file (pdf).



## **FEDERAL AWARDS SECTION**



**INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees  
Beaumont Independent School District  
Beaumont, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Beaumont Independent School District (the “District”), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise District’s basic financial statements, and have issued our report thereon dated November 17, 2022.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the District’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District’s internal control. Accordingly, we do not express an opinion on the effectiveness of the District’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

To the Board of Trustees  
Beaumont Independent School District

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Whitley Penn LLP". The signature is written in a cursive, flowing style.

Houston, Texas  
November 17, 2022

**INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM;  
REPORT ON INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Trustees  
Beaumont Independent School District  
Beaumont, Texas

**Report on Compliance for Each Major Federal Program**

***Opinion On Each Major Program***

We have audited Beaumont Independent School District’s (the “District”) compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District’s major federal programs for the year ended June 30, 2022. The District’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District’s complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

***Basis for Opinion On Each Major Federal Program***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District’s compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District’s federal programs.

### ***Auditor's Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on Internal Control Over Compliance**

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

To the Board of Trustees  
Beaumont Independent School District

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Whitley Penn LLP*

Houston, Texas  
November 17, 2022

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
*For the Year Ended June 30, 2022*

**I. Summary of Auditors' Results**

**Financial Statements**

---

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness( es) identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	None reported
Noncompliance material to financial statements noted?	No

**Federal Awards**

---

Internal control over major programs:	
Material weakness( es) identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	None reported
Type of auditors' report issued on compliance with major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516( a) ?	No

**Identification of major programs:**

Name of Federal Program or Cluster Assistance Listing Number ( ALN)

**U.S. Department of Education:**

<i>ESEA, Title I, Part A - Improving Basic Programs</i>	84.010
<i>Title I 1003 School Improvement</i>	84.010
<i>Title I, Part D, Subpart D - Delinquent Programs</i>	84.010
<i>ESEA, Title I, Part A - 2019-2021 School Transformation</i>	84.010
<i>ESEA, Title I, Part A - 2018-2019 School Transformation</i>	84.010
<i>2019-2020 School Action Fund Planning</i>	84.010
<i>ESEA, Title II, Part A Supporting Effective Instruction</i>	84.367
<i>CARES Act, Section 18003 - Elementary and Secondary School Emergency Relief Fund ( ESSER) Grant ( COVID- 19)</i>	84.425D
<i>CRRSAA, ESSER II Prior Purchase Reimbursement Program ( PPRP) ( COVID- 19)</i>	84.425D
<i>American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund</i>	84.425U

Dollar Threshold Considered Between Type A and Type B Federal Programs \$1,422,611

Auditee qualified as low risk auditee? Yes

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
***SCHEDULE OF FINDINGS AND QUESTIONED COSTS (continued)***  
***For the Year Ended June 30, 2022***

**II. Financial Statement Findings**

No current findings were noted.

**III. Federal Award Findings and Questioned Costs**

There are no federal awards findings during the current fiscal year

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**For the Year Ended June 30, 2022**

**Exhibit K-1**  
**Page 1 of 2**

(2A)	(1)	(2)	(3)
Pass Through Entity Identifying Number	Federal Grantor/ Pass-Through Grantor/ Program Title	District Fund Number	Federal Assistance Listing Number  Federal Expenditures and Indirect Costs
	<b>U.S. Department of Defense</b>		
	<b>Direct Program:</b>		
N/A	<i>Naval JROTC</i>	199	\$ 119,594
	<b>Total U.S. Department of Defense</b>		<b>119,594</b>
	<b>U.S. Department of Education</b>		
	<b>Passed Through Texas Education Agency:</b>		
226600010209086000	<i>IDEA-B Formula</i>	224	2,491,026
206600011239106000	<i>IDEA-B Formula</i>	224	580,902
226610010209086000	<i>IDEA-B Preschool</i>	225	56,296
206610011239106000	<i>IDEA-B Preschool</i>	225	9,244
216600111239106673	<i>IDEA-B Discretionary - Deaf</i>	315	7,351
226600111239106673	<i>IDEA-B Discretionary - Deaf</i>	315	121,984
	<i>Total Special Education Cluster (ALN 84.027, 84.173)</i>		<b>3,266,803</b>
	<b>Title I Part A and Title I Part D:</b>		
20610101123910	<i>ESEA, Title I, Part A - Improving Basic Programs</i>	211	208,744
21610101123910	<i>ESEA, Title I, Part A - Improving Basic Programs</i>	211	1,716,239
22610101123910	<i>ESEA, Title I, Part A - Improving Basic Programs</i>	211	5,956,951
216101477110005	<i>Title I 1003 School Improvement</i>	211	886,673
226101577110074	<i>Title I 1003 School Improvement</i>	211	159,953
216101627110028	<i>Title I, Part D, Subpart D - Delinquent Programs</i>	211	42,078
216101627110029	<i>ESEA, Title I, Part A - 2019-2021 School Transformation</i>	211	30,003
21610141123910	<i>ESEA, Title I, Part A - 2018-2019 School Transformation</i>	211	235,532
22610141123910	<i>2019-2020 School Action Fund Planning</i>	211	72,465
22610103123910	<i>2019-2020 School Action Fund Planning</i>	211	32,667
206101487110002	<i>2019-2020 School Action Fund Planning</i>	211	39,375
	<i>Total ALN 84.010</i>		<b>9,380,680</b>
22420006020908	<i>Career and Technical - Basic Grant</i>	244	274,034
21420006123910	<i>Career and Technical - Basic Grant</i>	244	9,267
	<i>Total ALN 84.048</i>		<b>283,301</b>
213911011239103911	<i>IDEA-C ECI</i>	340	36
223911011239103911	<i>IDEA-C ECI</i>	340	856
	<i>Total ALN 84.181</i>		<b>892</b>
20694501123910	<i>Title II, Part A, Supporting Effective Instruction</i>	255	19,278
21694501123910	<i>Title II, Part A, Supporting Effective Instruction</i>	255	74,147
22694501123910	<i>Title II, Part A, Supporting Effective Instruction</i>	255	916,530
	<i>Total ALN 84.367</i>		<b>1,009,955</b>
22671001123910	<i>Title III, Part A, ELA</i>	263	166,525
21671001123910	<i>Title III, Part A, ELA</i>	263	9,421
22671001123910	<i>Title III, Part A, Immigrant</i>	263	43,247
	<i>Total ALN 84.365</i>		<b>219,193</b>
20521001123910	<i>CARES Act, Section 18003 - Elementary and Secondary     School Emergency Relief Fund (ESSER) Grant (COVID-19)</i>	266	28,439
21528042123910	<i>American Rescue Plan Elementary and Secondary School Emergency     Relief (ARP ESSER) Fund</i>	279	32,356
21521001123910	<i>CRRSAA, ESSER II Prior Purchase Reimbursement Program     (PPRP) (COVID-19)</i>	281	108,630
21528001123910	<i>American Rescue Plan Elementary and Secondary School Emergency     Relief (ARP ESSER) Fund</i>	282	15,614,498
	<i>Total ALN 84.425</i>		<b>15,783,923</b>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**For the Year Ended June 30, 2022**

*Exhibit K-1*  
*Page 2 of 2*

(2A)	(1)	(2)	(3)
Pass Through Entity Identifying Number	Federal Grantor/ Pass-Through Grantor/ Program Title	District Fund Number	Federal Assistance Listing Number  Federal Expenditures and Indirect Costs
	<b>U.S. Department of Education (continued)</b>		
	<b>Passed Through Texas Education Agency: (continued)</b>		
	<b>Title I Part A and Title I Part D: (continued)</b>		
69552002	<i>LEP Summer School</i>	289	\$ 7,373
39352201123910	<i>School Health Services</i>	289	264,274
20680101123910	<i>Title IV Part A Subpart 1</i>	289	4,472
21680101123910	<i>Title IV Part A Subpart 1</i>	289	103,796
17610740123910	<i>Instructional Continuity</i>	276	6,804
21511704020908	<i>Restart for 2019 Flooding</i>	199	89,892
	<b>Passed Through Save The Children Federations Inc.</b>		
	<i>2019-2020 Texas 21st Century Community Learning Centers,</i>		
	<i>Cycle 10, Year 2</i>	265	526,678
216950267110044			<u>31,579,488</u>
	<b>Total U.S. Department of Education</b>		
	<b>U.S. Department of Health &amp; Human Services</b>		
	<b>Direct Program:</b>		
06CH011239	<i>Head Start - 2021</i>	205	404,002
06CH011239	<i>Head Start - 2022</i>	205	2,913,611
06CH011239	<i>Head Start - 2022 ARP Funds</i>	205	82,099
06CH011239	<i>Head Start - 2021 (Covid-19)</i>	205	129,595
06CH011239	<i>Head Start - 2022 (Covid-19)</i>	205	4,667
	<i>Total Head Start Cluster (ALN 93.600)</i>		<u>3,533,974</u>
	<b>Passed Through Texas Health and Human Services:</b>		
N/A	<i>Medicaid Administrative Claiming Program – MAC</i>	272	30,532
	<i>Total Medicaid Cluster (ALN 93.778)</i>		<u>30,532</u>
	<b>Total U.S. Department of Health &amp; Human Services</b>		<u>3,564,506</u>
	<b>U.S. Department of Homeland Security</b>		
	<b>Passed Through Texas Department of Public Safety's Division of</b>		
	<b>Emergency Management:</b>		
4332DRTPX0000001	<i>Public Assistance - FEMA Aid</i>	199	4,335
	<b>Total U.S. Department of Homeland Security</b>		<u>4,335</u>
	<b>U.S. Department of Agriculture</b>		
	<b>Passed Through the Texas Department of Agriculture:</b>		
	<b>Cash assistance:</b>		
806780706	<i>Child and Adult Care Program</i>	240	86,462
806780706	<i>Pandemic Electronic Benefit Transfer</i>	240	5,814
	<b>Non Cash Assistance (Commodities):</b>		
	<i>National School Lunch Program</i>	240	1,108,256
	<b>Cash Assistance:</b>		
CE00654	<i>Supply Chain Assistance</i>	240	465,616
806780706	<i>Summer Feeding Program</i>	242	358,314
	<i>Total ALN 10.559</i>		
806780706	<i>Fresh Fruits and Vegetable</i>	240	177,672
	<b>Passed Through Texas Education Agency:</b>		
	<b>Cash assistance:</b>		
71402201	<i>School Breakfast Program</i>	240	2,470,699
71302201	<i>National School Lunch Program</i>	240	7,479,605
	<i>Total Child Nutrition Cluster (ALN 10.553, 10.555, 10.559, 10.582)</i>		<u>12,060,162</u>
	<b>Total U.S. Department of Agriculture</b>		<u>12,152,438</u>
	<b>Total Expenditures of Federal Awards</b>		<u>\$ 47,420,361</u>

**Note 1 - Basis of Accounting**

The District accounts for all awards under federal programs in the General and Certain Special Revenue Funds in accordance with the Texas Education Agency's Financial Accountability System Resource Guide. These programs are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

The modified accrual basis of accounting is used for these funds. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the liability is incurred, if measurable, except for certain compensated absences and claims and judgments, which are recognized when the obligations are expected to be liquidated with expendable available financial resources. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited to reimbursement. Pass-through entity identifying numbers are presented where available.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned. Generally, unused balances are returned to the grantor at the close of specified project periods. The District has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

**Note 2 - Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the District under programs of the federal government for the year ended June 30, 2022. The information in this schedule is presented in accordance with the requirements of the Uniform Guidance. Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position or cash flows of the District.

**Note 3 - Reconciliation to Basic Financial Statements**

The following is a reconciliation of expenditures of federal awards program per Exhibit K-1 and expenditures reported on Exhibit C-3:

Total Expenditures of Federal Awards on Exhibit K-1	\$ 47,420,361
Build America Bonds - Federal Interest Subsidy	1,038,953
Medicaid SHARS	2,637,731
Total Federal Revenue - Exhibit C-3	<u>\$ 51,097,045</u>

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (continued)**

*Exhibit K-2*

**Note 4 - General Fund Expenditures**

Federal Awards reported in the general fund are summarized as follows:

Federal Revenue reported in the General Fund	
Medicaid SHARS	\$ 2,637,731
Build America Bonds - Federal Interest Subsidy	1,038,953
Naval JROTC	119,593
FEMA Aid	4,335
Restart for 2019 Flooding	89,892
ESEA, Title I, Part A	525,149
IDEA-B Formula	167,694
SSA - IDEA - Part B, Discretionary	8,649
IDEA-B Preschool	7,302
Carl D. Perkins Basic Grant	15,390
Title III, Part A, LEP	11,123
Title II, Part A, Supporting Effective Instruction	61,956
Title IV Part A Subpart 1	41,091
School Emergency Relief Fund (ESSER) Grant (COVID-19)	1,549,302
Total Federal Revenue reported in the General Fund	<u>\$ 6,278,160</u>

## **BEAUMONT INDEPENDENT SCHOOL DISTRICT**

### ***SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS***

***For the Year Ended June 30, 2022***

Federal regulations, Title 2 U.S. Code of Federal Regulations Section 200.511 states, "The auditee is responsible for follow-up and corrective action on all audit findings. As part of this responsibility, the auditee must prepare a summary schedule of prior audit findings." The summary schedule of prior audit findings must report the status of the following:

- All audit findings included in the prior audit's schedule of findings and questioned costs and
- All audit findings reported in the prior audit's summary schedule of prior audit findings except audit findings listed as corrected.

#### **I. Prior Year Findings**

There were no findings in fiscal year 2021.

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**

***CORRECTIVE ACTION PLAN***

***For the Year Ended June 30, 2022***

Federal regulations, Title 2 U.S. Code of Federal Regulations §200.511 states, "At the completion of the audit, the auditee must prepare, in a document separate from the auditor's findings described in §200.516 Audit findings, a corrective action plan to address each audit finding included in the current year auditor's reports."

**I. Corrective Action Plan**

Not Applicable





## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.F.5.**

**Agenda Item Title:** Approve awarded vendor for CSP #23.03 HVAC Upgrades Part 3.

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Peggy Haynes

**Executive Summary:** In September, a bid package was issued for HVAC Upgrades at 6 campuses. There were two respondents. This is the final of four HVAC upgrade projects.

**Recommendation:** Approve award of CSP #23.03 HVAC Upgrades Part 3 to Derryberry's Mechanical.

**Budget Impact\* (if applicable):** \$5,635,914.00

**Funding Source (if applicable):** Federal Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**  
Ch. 44.031. EDGAR

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL)

**Legal Review (if necessary, list attorney and firm):**

  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

## Bid Event Overview

<b>Organization</b>	Beaumont ISD
<b>Workgroups</b>	Purchasing Department / Maintenance & Operations
<b>Event Type</b>	Competitive Sealed Proposals
<b>Event Number</b>	CSP #23.03
<b>Event Title</b>	HVAC Upgrades Part 3
<b>Event Description</b>	Winning bidder will be awarded the HVAC Upgrades at Early College, Homer, Marshall, Career Center, Vincent, and West Brook. The recommended award amount for this bid is \$5,635,914.
<b>Issue Date</b>	9/15/2022
<b>Close Date</b>	11/1/2022
<b>Event Contact</b>	Beau Carroll
<b>Contact Phone</b>	(409) 617-5041
<b>Bid Questions</b>	<a href="mailto:bids@bmtisd.com">bids@bmtisd.com</a>
<b>Contact Email</b>	<a href="mailto:bcarrol@bmtisd.com">bcarrol@bmtisd.com</a>



Evaluated Suppliers	City	State	Rank	Score
Derryberry 's Mechanical	Baytown	TX	1	97.7
Preferred Facilities Group	Beaumont	TX	2	94.0

### Purpose of Bid Package

The Purchasing Department of the Beaumont Independent School District is conducting this procurement to establish a single vendor awarded contract for HVAC Upgrades at 6 campuses. Contract issued between Beaumont ISD and the successful proposer shall be for a period of one (1) year, with BISD having the option to renew the Agreement for two (2) additional years. The total term of the Agreement may be for a period of three (3) years. This project is being funded by Esser III. The initial cost estimate for this project was forecasted to be \$6,800,000.

## Vendor Scoring Summary

## CSP #23.03 HVAC Upgrades Part 3

Supplier	Rank		Score		Weighted Criteria					
	1	2	100	95.9	Prior Projects	Responsiveness to Requirements	Preparation of Proposal	Work with Texas School Districts	Price	Background and Experience
Derryberry's Mechanical	1		97.7		10	15	10	15	30	20
Preferred Facilities Group	2		94.0		10	15	8.7	15	24	20
					10.0	14.5	9.4	15.0	27.0	20.0

### Scoring Highlights

There are two respondents to this bid proposal. Respondents are both small regional businesses, with their principal offices and operations in Texas. Preferred Facilities Group is an awarded vendor through regional cooperative purchasing networks; Derryberry's Mechanical is not a cooperative vendor. Both the respondent owners have operated in the state for over 10 years. There are no debarments published for this bid group. All respondents have local or regional distribution facilities, offering next-day service to BISD facilities. All respondents have multiple school district clients. No respondents have any active complaint with the Better Business Bureau, nor any in the last 12 months. Due to the \$1.4M price disparity of the proposals, a best and final round was not initiated.

## Evaluators

Evaluator	Role
Beau Carroll	Director of Purchasing
Mark McClelland	Assistant Director of Maintenance & Operations
Dean Moore	Supervisor, MEP

**Derryberry's Mechanical**

**Rank 1**

**Score 97.7**

Evaluator	Total Score	Weighted Criteria					
		Prior Projects	Responsiveness to Requirements	Preparation of Proposal	Work with Texas School Districts	Price	Background and Experience
Beau Carroll	95	10	15	10	15	30	20
Mark McClelland	100	10	12	8	15	30	20
Dean Moore	98	10	15	8	15	30	20
	<b>97.7</b>	<b>10.0</b>	<b>14.0</b>	<b>8.7</b>	<b>15.0</b>	<b>30.0</b>	<b>20.0</b>

Contact Beau Carroll  
 Address 3395 Harrison  
 City, State Zip Beaumont, TX 77706  
 Bid Questions [bids@bmtisd.com](mailto:bids@bmtisd.com)  
 Phone (409) 617-5041

**BID DETAILS**

\$3,684,000.00	Base Bid	
\$1,464,606.00	Option 2B	(Selection of Daikin brand Outside Air Units)
\$487,308.00	Option 1C	(Selection of Water Furnace, Water Source Heat Pumps)
<hr style="border-top: 1px dashed black;"/>		
\$5,635,914.00		

**Preferred Facilities Group**

**Rank 2**

**Score 94.0**

Evaluator	Total Score	Weighted Criteria					
		Prior Projects	Responsiveness to Requirements	Preparation of Proposal	Work with Texas School Districts	Price	Background and Experience
	<b>100</b>	10	15	10	15	30	20
Beau Carroll	94	10	15	10	15	24	20
Mark McClelland	94	10	15	10	15	24	20
Dean Moore	94	10	15	10	15	24	20
	<b>94.0</b>	<b>10.0</b>	<b>15.0</b>	<b>10.0</b>	<b>15.0</b>	<b>24.0</b>	<b>20.0</b>

Contact Beau Carroll  
 Address 3395 Harrison  
 City, State Zip Beaumont, TX 77706  
 Bid Questions [bids@bmtisd.com](mailto:bids@bmtisd.com)  
 Phone (409) 617-5041

**BID DETAILS**

\$4,990,000.00	Base Bid	
\$1,540,800.00	Option 2B	(Selection of Daikin brand Outside Air Units)
\$508,250.00	Option 1C	(Selection of Water Furnace, Water Source Heat Pumps)
<hr style="border-top: 1px dashed black;"/>		
\$7,039,050.00		



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.F.6.**

**Agenda Item Title:** Approve recommended vendor for JOC #22.09 Pathways Window Sealing & Tint

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Peggy Haynes

**Executive Summary:** A Job Order Contract is requested to seal and tint the windows at the Pathways campus. This is a continuation of the energy conservation measures that began in 2021.

**Recommendation:** Approve JOC #23.09 award to Preferred Facilities Group for window sealing and tint at the Pathways campus.

**Budget Impact\* (if applicable):** \$78,873.04

**Funding Source (if applicable):** General Fund

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** Ch. 44.031, EDGAR, 2 CFR 200

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL)

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/8/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



# PREFERRED FACILITIES GROUP - USA

Mailing Address:  
PO Box 20658  
Beaumont, TX 77720-0658

10/20/2022

(409) 842-8181  
(409) 842-2274  
pfg@pfg-usa.com  
pfg-usa.com

Allen Devault  
Beaumont ISD  
3395 Harrison  
Beaumont, Texas 77706

**Project:** "BISD Pathways Improvements D Wet Glaze R1"

**Subject:** "Proposal"

Job Order Contracting

Co-Op Purchasing Agreements

Dear Mr. Devault,

Indefinite Delivery, Indefinite Quantity - IDIQ

We are pleased to submit our proposal utilizing our 581-19 Buy Board Texas Contract based on local CCI and coefficient of .89.

Multiple Award Construction Contracts - MACC

**Proposal Recap:**

- Wet Glaze Tint to frames North Wing Windows.

Task Order Contracts  
TOC

Proposal Cost	\$	35,603.27
Bond (if applicable)	\$	<u>890.08</u>
<b>Total Price</b>	<b>\$</b>	<b>36,493.35</b>

Construction Management – Agent or At-Risk

Design Build

We estimate approximately **twenty (20)** working days to complete upon material delivery. We explicitly exclude all liquidated damages for this project due to the volatility of the market and supply chain challenges.

Government

Our estimate is based on our interpretation of the project as presented to us. Our scope is limited to the line items broken down into individual tasks of work and developed based upon the Unit Price Book rate as modified by the city cost adjustment and our Coefficient. All pricing for the required line-item estimate is derived from the current calendar year RSMeans Facilities Construction Cost Data Book with Updates.

Commercial

Education

Industrial

Once the quantities of work and price are approved, the individual Job Order becomes a fixed-price lump sum contract.

Infrastructure

This pricing is based on recommended work hours of Monday thru Friday 7:00 am to 5:00 pm. Please contact us at 409-842-8293 at your convenience to discuss this estimate.

Communications

Respectfully submitted,  
**Preferred Facilities Group - USA**

Corporate/Retail

Assembly

Michael Waidley  
Division Manager  
cc: PFG/file  
22-0107D R1





# PREFERRED

FACILITIES GROUP - USA

Mailing Address:  
PO Box 20658  
Beaumont, TX 77720-0658

10/20/2022

(409) 842-8181  
(409) 842-2274  
pfg@pfg-usa.com  
pfg-usa.com

Allen Devault  
Beaumont ISD  
3395 Harrison  
Beaumont, Texas 77706

**Project:** "BISD Pathways Improvements D Window Tint R1"

**Subject:** "Proposal"

Job Order Contracting

Co-Op Purchasing Agreements

Dear Mr. Devault,

Indefinite Delivery, Indefinite Quantity - IDIQ

We are pleased to submit our proposal utilizing our 581-19 Buy Board Texas Contract based on local CCI and coefficient of .89.

Multiple Award Construction Contracts - MACC

**Proposal Recap:**

- Install 8 mil Neutral 50 window film on 70 North Wing Windows.
- Includes cleaning interior glass and scraping glazing compound.
- Replace up to 30 broken glass panes.

Task Order Contracts  
TOC

Proposal Cost	\$	41,346.03
Bond (if applicable)	\$	<u>1,033.65</u>
<b>Total Price</b>	<b>\$</b>	<b>42,379.69</b>

Construction Management – Agent or At-Risk

Design Build

We estimate approximately **twenty (20)** working days to complete upon material delivery. We explicitly exclude all liquidated damages for this project due to the volatility of the market and supply chain challenges.

Government

Commercial

Our estimate is based on our interpretation of the project as presented to us. Our scope is limited to the line items broken down into individual tasks of work and developed based upon the Unit Price Book rate as modified by the city cost adjustment and our Coefficient. All pricing for the required line-item estimate is derived from the current calendar year RSMeans Facilities Construction Cost Data Book with Updates.

Education

Industrial

Once the quantities of work and price are approved, the individual Job Order becomes a fixed-price lump sum contract.

Infrastructure

This pricing is based on recommended work hours of Monday thru Friday 7:00 am to 5:00 pm. Please contact us at 409-842-8293 at your convenience to discuss this estimate.

Communications

Respectfully submitted,  
**Preferred Facilities Group - USA**

Corporate/Retail

Assembly

Michael Waidley  
Division Manager  
cc: PFG/file  
22-0107D R1

W



1950

muddy End



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.F.7.**

**Agenda Item Title:** Award recommended vendor for CSP #23.04 District-Wide Security Cameras.

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Toni McPherson

**Executive Summary:** A Competitive Sealed Proposal was issued for District-Wide Security Cameras throughout every BISD owned facility. There were 8 responders that provided varying equipment, license options, and warranty periods. The proposals were pointed on the criteria outlined in the proposal. Also, these elements were taken into consideration when seeking a solution for BISD: retention length, integrator necessity, storage type and associated costs, recording functionality and frame rate, platform and user experience, warranty and customer support, company responsiveness and innovation, and ease of downloading and sharing. The recommendation is to purchase an additional 5-year license now, as the price will double if we wait.

**Recommendation:** Approve award for CSP #23.04 District-Wide Security Cameras to CDW Education.

**Budget Impact\* (if applicable):** \$5,625,750.55

**Funding Source (if applicable):** General Fund (\$1,125,750.55) / Federal Fund (\$4,500,000.00)

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**  
Ch. 44.031, 2 CFR 200, EDGAR

**Policy Reference (if applicable, list policy/regulation):** CH (LOCAL)

**Legal Review (if necessary, list attorney and firm):**

Cheryl Hernandez  
Cabinet Level Presenter's Signature

11/9/2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date



Beaumont ISD CSP 23.04 District Wide Security Cameras	Discovery IT		Johnson Controls		Waypoint		ASAP Security	
Description		Points		Points		Points		Points
Price (40)		31.339		7.407		20.51		15.189
Background & relevant experience (20)		20		20.00		20.00		20.00
Prior experience with TX schools (15)		15.00		0.00		15.00		15.00
Responsiveness to BISD requirements (15)		0.00		14.00		10.00		9.00
Preparation of proposal (10)		9.00		10.00		9.00		10.00
McPherson		75.34		51.41		74.51		69.19
Deloney		74.34		59.41		75.51		62.19
Lopez		63.34		45.41		72.51		59.19
Average		71.01		52.07		74.18		63.52

Base Bid	\$2,064,015.00	Base Bid	\$8,732,772.26	Base Bid	\$3,153,825.95	Base Bid	\$4,258,709.58
10 Year	<u>Not offered</u>	10 Year	<u>Not Offered</u>	10 Year	<u>\$1,330,593.05</u>	10 Year	<u>Not Offered</u>
	\$2,064,015.00		\$8,732,772.26		\$4,484,419.00		\$4,258,709.58

Bid Evaluators:  
Toni McPherson  
Ryan Deloney  
Charlie Lopez

Does not meet minimum req's.	Proposal meets minimum req's.	Does not meet minimum req's.	Does not meet minimum req's.
On premises / integrator solution.	Cost-prohibitive camera proposed	Preferred camera system	3 & 5 year license only
Cost-prohibitive recording solution	High labor costs	Preferred license - 10 year	Preferred warranty - 10-year
Recurring yearly costs	High installation costs	Preferred warranty - 10-year	References are not for the
3 to 5 year warranty	5-year warranty	Hardware only proposal/no labor	same system proposed by vendor

Audited by:  
Beau Carroll



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** III.F.8.

**Agenda Item Title:** '23 – '24 and '24 – '25 Beaumont ISD Academic Calendars

**Cabinet Level Presenter(s):** Jenny Angelo, Executive Director of Curriculum & Instruction

**Additional Presenter(s):** NA

**Executive Summary:** The District Calendar Committee developed and approved calendar drafts for the '23 – '24 and '24 – '25 school years which were submitted for district-wide voting Nov. 14 - 17.

**Recommendation:** To approve the Beaumont ISD '23 – '24 and '24 – '25 Academic Calendars which received the most votes in district-wide voting held Nov. 14 through noon on Nov. 17.

**Budget Impact\* (if applicable):** NA

**Funding Source (if applicable):** NA

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** NA

**Legal Review (if necessary, list attorney and firm):** N/A

  
Cabinet Level Presenter's Signature

November 10, 2022  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

## 23 - 24 and 24 - 25 Calendar Comparisons

	<b>Option A 23 - 24</b>	<b>Option B 23- 24</b>		<b>Option A 24 - 25</b>	<b>Option B 24 - 25</b>
<b><i>In August: 2 Teacher Work Days/ 4 PD Days</i></b>	Yes, plus one additional staff dev. or work day	Yes		Yes	Yes
<b><i>School Start Date</i></b>	Wed., Aug. 9	Thursday, Aug. 10		Monday, Aug. 12	Monday, Aug. 12
<b><i>Days off in Oct. and Feb.?</i></b>	<b>Yes</b> - Oct. 16 and Feb. 19 <b>three-day weekends</b>	<b>Yes</b> , Oct. 13 - 16 and Feb. 9 - 12 <b>four-day weekends</b>		<b>None</b>	<b>Yes</b> , Oct. 11 - 14 and Feb. 14 - 17 <b>four-day weekends</b>
<b><i>Early Release Days?</i></b>	Yes - 6 Sept. 22, Nov. 3, Dec. 20, Feb. 16, April 26, May 24	Yes - 5 Sept. 22, Nov. 3, Dec. 20, April 26, May 31		Yes - 4 Sept. 20, Dec. 20, Feb. 14, May 23	Yes - 3 Sept. 20, Dec. 20, May 30
<b><i>Any additional full Teacher Work Days?</i></b>	<b>Yes</b> , we have added full Work Days on Oct. 13 and March 8 (the Fridays before new grading period starts)	<b>Yes</b> , we have added full Work Days on Oct. 12 and March 8 (the Fridays before new grading period starts)		<b>Yes</b> , we have added full-day Work Days on Oct. 18 and March 7 (the Fridays before new grading period starts)	<b>Yes</b> , we have added full-day Work Days on Oct. 10 and March 7 (the Fridays before new grading period starts)
<b><i>Any full PD days during the year?</i></b>	Yes, one on Oct. 17 and another on Feb. 20	Yes, one on Oct. 17 and another on Feb. 8		Yes, one on Oct. 21 and one on Feb. 17	Yes, one on Oct. 15 and one on Feb. 18
<b><i>Thanksgiving Break</i></b>	Full week - Nov. 20 - 24	Full week - Nov. 20 - 24		Full week - Nov. 25 - 29	Full week - Nov. 25 - 29
<b><i>Winter Break</i></b>	Dec. 21 to Jan. 5; Monday, Jan. 8 is a half work day/half PD day	Dec. 21 to Jan. 5; Monday, Jan. 8 is a half work day/half PD day		Dec. 21 - Jan. 3; Monday, Jan. 6 is a half work day/half PD day	Dec. 21 - Jan. 3; Monday, Jan. 6 is a half work day/half PD day
<b><i>Spring Break</i></b>	Full week - March 11 - 15	Full week - March 11 - 15		Full week - March 10 - 14	Full week - March 10 - 14
<b><i>4-day Easter Weekend?</i></b>	Yes, March 29 - April 1	Yes, March 29 - April 1		Yes, April 18 - 21	Yes, April 18 - 21
<b><i>Last Day of School</i></b>	Friday, May 24 (ends before Memorial Day)	Friday, May 31		Friday, May 23 (ends before Memorial Day)	Friday, May 30

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
30	31																			

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16						12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3						1	2
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14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
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28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30
														31						

APRIL							MAY							JUNE						
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21	22	23	24	25	26	27	19	20	21	22	23	24	25	23	24	25	26	27	28	29
28	29	30					26	27	28	29	30	31		30						

**SCHOOL HOURS**

Bingman .....	8:10 a.m. - 3:30 p.m.
Lucas .....	8:05 a.m. - 3:25 p.m.
Homer Dr. ....	7:45 a.m. - 4:00 p.m.
Pietsch-MacArthur .....	8:00 a.m. - 3:30 p.m.
Elementary .....	8:00 a.m. - 3:30 p.m.
Middle .....	8:45 a.m. - 4:15 p.m.
High School .....	7:15 a.m. - 2:45 p.m.
ECHS .....	7:15 a.m. - 2:45 p.m.
Pathways .....	7:20 a.m. - 2:35 p.m.
Brown .....	7:35 a.m. - 2:55 p.m.
Brown Extended Hours..M-Th	3:45 p.m. - 7:15 p.m.
Career Center .....	7:25 a.m. - 2:30 p.m.

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3395 Harrison Avenue  
Beaumont, Texas 77706  
(409) 617-5000 • Fax (409) 617-5184  
bmtisd.com









**GRADING PERIODS**

- 1st grading period:  
Aug. 9 – Oct. 12
- 2nd grading period:  
Oct. 18 – Dec. 20
- 3rd grading period:  
Jan. 9 – Mar. 7
- 4th grading period:  
Mar. 18 – May 24

**GOALS NIGHT**  
TBA

**GRADUATION DATES - TBA**

**KEY**

-  - First/Last Day of School
-  - Staff Development or Teacher Work Days
-  - Teacher Work Day
-  - End of Grading Period
-  - Half Day/Early Release
-  - Staff/Student Holiday
-  - New Teacher Orientation
-  - Summer Accelerated Learning

JULY							AUGUST							SEPTEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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30	31																				

OCTOBER							NOVEMBER							DECEMBER						
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15	16						12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

JANUARY							FEBRUARY							MARCH						
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28	29	30	31				25	26	27	28	29			24	25	26	27	28	29	30
														31						

APRIL							MAY							JUNE						
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7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

**SCHOOL HOURS**

Bingman .....	8:10 a.m. - 3:30 p.m.
Lucas .....	8:05 a.m. - 3:25 p.m.
Homer Dr. ....	7:45 a.m. - 4:00 p.m.
Pietsch-MacArthur .....	8:00 a.m. - 3:30 p.m.
Elementary .....	8:00 a.m. - 3:30 p.m.
Middle .....	8:45 a.m. - 4:15 p.m.
High School .....	7:15 a.m. - 2:45 p.m.
ECHS .....	7:15 a.m. - 2:45 p.m.
Pathways .....	7:20 a.m. - 2:35 p.m.
Brown .....	7:35 a.m. - 2:55 p.m.
Brown Extended Hours..M-Th	3:45 p.m. - 7:15 p.m.
Career Center .....	7:25 a.m. - 2:30 p.m.

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**GRADING PERIODS**

- 1st grading period:  
Aug. 10 – Oct. 11
- 2nd grading period:  
Oct. 18 – Dec. 20
- 3rd grading period:  
Jan. 9 – Mar. 7
- 4th grading period:  
Mar. 18 – May 31









**GOALS NIGHT**

TBA

**GRADUATION DATES -**

TBA

**KEY**

-  - First/Last Day of School
-  - Staff Development or Teacher Work Days
-  - Teacher Work Day
-  - End of Grading Period
-  - Half Day/Early Release
-  - Staff/Student Holiday
-  - New Teacher Orientation
-  - Summer Accelerated Learning

BOARD APPROVED \_\_\_\_\_  
 REVISED 11-9-22

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
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21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	29
28	29	30	31				25	26	27	28	29	30		29	30					

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	29	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

JANUARY							FEBRUARY							MARCH						
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5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
														30	31					

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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13	14	15	16	17	18	19	11	12	13	14	15	16	17	9	10	11	12	13	14	15
20	21	22	23	24	25	26	18	19	20	21	22	23	24	16	17	18	19	20	21	22
27	28	29	30				25	26	27	28	29	30	31	23	24	25	26	27	28	29
														30						

**SCHOOL HOURS**

Bingman .....	8:10 a.m. - 3:30 p.m.
Lucas .....	8:05 a.m. - 3:25 p.m.
Homer Dr. ....	7:45 a.m. - 4:00 p.m.
Pietsch-MacArthur .....	8:00 a.m. - 3:30 p.m.
Elementary .....	8:00 a.m. - 3:30 p.m.
Middle .....	8:45 a.m. - 4:15 p.m.
High School .....	7:15 a.m. - 2:45 p.m.
ECHS .....	7:15 a.m. - 2:45 p.m.
Pathways .....	7:20 a.m. - 2:35 p.m.
Brown .....	7:35 a.m. - 2:55 p.m.
Brown Extended Hours..M-Th	3:45 p.m. - 7:15 p.m.
Career Center .....	7:25 a.m. - 2:30 p.m.

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**GRADING PERIODS**

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Aug. 12 – Oct. 17
- 2nd grading period:  
Oct. 22 – Dec. 20
- 3rd grading period:  
Jan. 7 – Mar. 6
- 4th grading period:  
Mar. 17 – May 23

**GOALS NIGHT**

TBA

**GRADUATION DATES -**

TBA

**KEY**

- - First/Last Day of School
- - Staff Development or Teacher Work Days
- - Teacher Work Day
- ◐ - End of Grading Period
- ◐ - Half Day/Early Release
- - Staff/Student Holiday
- - New Teacher Orientation
- - Summer Accelerated Learning

**JULY**

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**AUGUST**

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**SEPTEMBER**

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15	16	17	18	19	20	21
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29	30					

**OCTOBER**

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27	28	29	30	31		

**NOVEMBER**

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

**DECEMBER**

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**JANUARY**

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
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**FEBRUARY**

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**MARCH**

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30	31					

**APRIL**

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27	28	29	30			

**MAY**

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**JUNE**

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23	24	25	26	27	28	29
30						

**SCHOOL HOURS**

Bingman .....	8:10 a.m. - 3:30 p.m.
Lucas .....	8:05 a.m. - 3:25 p.m.
Homer Dr.....	7:45 a.m. - 4:00 p.m.
Pietzsch-MacArthur .....	8:00 a.m. - 3:30 p.m.
Elementary.....	8:00 a.m. - 3:30 p.m.
Middle .....	8:45 a.m. - 4:15 p.m.
High School .....	7:15 a.m. - 2:45 p.m.
ECHS.....	7:15 a.m. - 2:45 p.m.
Pathways .....	7:20 a.m. - 2:35 p.m.
Brown .....	7:35 a.m. - 2:55 p.m.
Brown Extended Hours..M-Th	3:45 p.m. - 7:15 p.m.
Career Center .....	7:25 a.m. - 2:30 p.m.

**Beaumont ISD**

Administration Building  
3395 Harrison Avenue  
Beaumont, Texas 77706

(409) 617-5000 • Fax (409) 617-5184  
bmtisd.com

**GRADING PERIODS**

- 1st grading period:  
Aug. 12 – Oct. 9
- 2<sup>nd</sup> grading period:  
Oct. 16 – Dec. 20
- 3rd grading period:  
Jan. 7 – Mar. 6
- 4th grading period:  
Mar. 17 – May 30

**GOALS NIGHT**

- High School – TBA
- Middle School – TBA
- Elementary - TBA

**GRADUATION DATES - TBA**

**KEY**

- - First/Last Day of School
- - Staff Development or Teacher Work Days
- - Teacher Work Day
- ◐ - End of Grading Period
- ◐ - Half Day/Early Release
- - Staff/Student Holiday
- - New Teacher Orientation
- - Summer Accelerated Learning

BOARD APPROVED \_\_\_\_\_  
REVISED 11-9-22



## Board Exhibit Cover Sheet

**Meeting Date:** November 17, 2022

**Agenda Item/Exhibit Number:** **III.F.9.**

**Agenda Item Title:** Approve Campus Improvement Plans 2022-2023

**Cabinet Level Presenter(s):** Dr. Anita Frank

**Additional Presenter(s):** Dr. Lance Campbell, D'Lana Barbay and Campus Principals

**Executive Summary:** Each school year, the principal at each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the Campus Improvement Plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs. A board shall ensure that campus improvement plans are developed, reviewed, and revised annually for improving the performance of all students. A board shall also annually approve campus performance objectives.

**Recommendation:** The recommendation is that the Board approves the 2022-2023 Campus Improvement Plans.

**Budget Impact\* (if applicable):** N/A

**Funding Source (if applicable):** N/A

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** N/A

**Policy Reference (if applicable, list policy/regulation):** N/A

**Legal Review (if necessary, list attorney and firm):** N/A

*Anita Frank*

\_\_\_\_\_  
Cabinet Level Presenter's Signature

11/10/2022

\_\_\_\_\_  
Date

\_\_\_\_\_  
\*CFO Signature (required if there is a budget impact)

\_\_\_\_\_  
Date

\_\_\_\_\_  
General Counsel's Signature

\_\_\_\_\_  
Date

**Beaumont Independent School District  
Amelia Elementary  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 2:** The percent of PreK students meeting grade level criteria on the CIRCLE assessment in reading will increase from 55% to 65% by May 2023.

**Performance Objective 3:** The percentage of K students meeting grade level criteria on the mClass assessment in reading will increase from 19% to 29% by May 2023.

**Performance Objective 4:** The percentage of first-grade students meeting grade level criteria on the mClass assessment will increase from 22% to 32% by May 22, 2023.

**Performance Objective 5:** The percentage of second-grade students meeting grade level criteria on the mClass assessment will increase from 35% to 45 % by May 2023.

**Performance Objective 1:** By May 2023, the percent of 3rd grade students scoring meets grade level on STAAR Reading will increase from 18% to 25% in reading.

**Goal 2: The percentage of 3rd-grade students that score meets or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** The percentage of PreK students meeting grade-level criteria on the CIRCLE assessment in math will increase from 80% to 92% by June 2023.

**Performance Objective 2:** The percentage of Kindergarten students meeting grade-level criteria on the district Math assessment will increase from 21% to 50% by May 2023.

**Performance Objective 3:** The percentage of 1st-grade students meeting grade level criteria on the district Math assessment will increase from 30% to 48% by May 2023.

**Performance Objective 4:** The percentage of 2nd-grade students meeting grade level criteria on the district Math assessment will increase from 32% to 50% by May 2023.

**Performance Objective 5:** The percent of 3rd-grade students scoring meets grade level on STAAR Math will increase from 15% to 25% by May 2023.

**Goal 3: The percentage of graduates that meet the criteria for the CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** The CCMR department will provide the campus with at least one CCMR “roadshow” by May 2023.

**Goal 4: Beaumont ISD will improve its perception of the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** The number of parent educational activities will increase from 1 to 2 per semester by May 2023.

**Goal 5: Beaumont ISD will double the number of students enrolling/ entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, Amelia will increase college and career exploration activities from 1 to 2.

**Performance Objective 2:** 100% of Kindergarten - fifth grade students will explore career pathways through the online Xello program by May 2023.

**Goal 6: The district will increase the number of A or B-rated schools across the district from 2-8 by 2025.**

**Performance Objective 1:** By May 2023, the percent of 3-5 students scoring meets grade level in STAAR reading will increase from 35-50%.

**Performance Objective 2:** By May 2023, grades 3-5 will increase the number of students in math at meets on STAAR math from 19% to 30%.

**Performance Objective 3:** By May 2023, the percent of active monitoring in reading and math with fidelity will increase from 5% to 65%.



**Beaumont Independent School District  
Bingman Head Start  
2022-2023 Campus Improvement Plan**



**Goal 1:** The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

**Performance Objective 1:** By May 2023, Bingman will decrease the number of Tier 3 students from 87 on the 2022 EOY IStation Report by 15% (74 students).

**Performance Objective 2:** By May 2023, Bingman will increase literacy and language skills scores from 66% on EOY 2022 to 73% for the 2023 EOY assessment.

**Goal 2:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

**Performance Objective 1:** By May 2023, Math and Science skills will increase from 77% on the 2022 EOY CIRCLE Assessment to 92% on the EOY CIRCLE assessment.

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.

**Performance Objective 1:** By May 2023, Bingman will increase Social & Emotional skills from 90% to 97% on the EOY CIRCLE assessment.

**Goal 4:** Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

**Performance Objective 1:** By May, 2023 Bingman will increase the number of parents participating in training and meeting offerings from 28 parents in 2022 to 50 parents.

**Performance Objective 2:** By May 2023, Bingman will increase the number of Community Partners from 5 to 30.

**Goal 5:** Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.

**Performance Objective 1:** By May 2023, Bingman will establish and implement a College and Training week.

**Goal 6:** The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.

**Performance Objective 1:** By May 2023, Bingman will increase the proficiency level of its teaching staff, from 80% to 90% as evidenced by T-TESS observations.

**Performance Objective 2:** By May 2023, Bingman's student attendance will increase from 88% to 95%.

**Beaumont Independent School District  
Blanchette Elementary  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** The percent of kindergarten students achieving a composite score of At Benchmark or Above on the mClass assessment in Reading will increase from 10% to 20% by May 2023.

**Performance Objective 2:** The percent of first grade students achieving a composite score of At Benchmark or Above on the mClass assessment in Reading will increase from 46% to 50% by May 2023.

**Performance Objective 3:** The percent of second grade students achieving a composite score of At Benchmark or Above on the mClass assessment in Reading will increase from 32% to 40% by May 2023.

**Goal 2: The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** The percent of kindergarten students meeting grade level criterion on the STEMscopes assessment will increase from 69% (BOY) data to 75% (EOY) data by May 2023.

**Performance Objective 2:** The percent of first grade students meeting grade level criterion on the STEMscopes assessment will increase from 38% (BOY) data to 45% (EOY) data by May 2023.

**Performance Objective 3:** The percent of second grade students meeting grade level criterion on the STEMscopes assessment will increase from 13% (BOY) data to 25% (EOY) data by May 2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** Provide a minimum of 1 or more events for kindergarten – fifth grade students centered around college-bound expectations, military service, and industry-based certifications by May 2023.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** Increase the network of active community resources and partnerships from two to five by May 2023.

**Performance Objective 2:** Provide monthly family engagement opportunities with a focus on reading and math by May 2023.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** 70% of Kindergarten - fifth grade students will explore career pathways through the online Xello program by May 2023.

**Performance Objective 2:** All students will attend a CCMR event to increase awareness of college, career, and military readiness by May 2023.

**Goal 6: The district will increase the number A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** Increase Domain 1- academic achievement in reading and math STAAR by 2 points, from 58 to 60 by May 2023.

**Performance Objective 2:** Increase Domain 2 – school progress by 4 points, from 86 to 90 by May 2023.

**Performance Objective 3:** Meet/exceed Domain 3 - closing the gaps performance in African Americans and Economically Disadvantaged subgroup populations in Reading and Math by May 2023.



Beaumont Independent School District  
Caldwood Elementary  
2022-2023 Campus Improvement Plan



**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By June 2023, the percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 11% to 16%.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** By June 2023, the percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 5% to 10%.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By May of 2023, 100% of our Kindergarten - 5th grade students will be provided the opportunity to explore career pathways through the online Xello program.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, Caldwood Elementary will provide at least ten family engagement activities to help bridge the gap between home and school.

**Performance Objective 2:** By May 2023, Caldwood Elementary will maintain an ongoing relationship with a minimum of five local businesses to help bridge the gap between school and the community.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, Caldwood Elementary will provide a minimum of two opportunities that will help students explore various career pathways through hands-on learning aides.

**Performance Objective 2:** By May 2023, Caldwood Elementary will provide a minimum of nine opportunities for students to dress up to represent a career path of their choice in order to bridge the gap between play and reality by mimicking those in the professions they admire.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By May 2023, the percent of all 3rd-5th grade students that score meets grade level or above on STAAR Reading will increase from 25% to 30%.

**Performance Objective 2:** By May 2023, the percent of all 3rd-5th grade students that score meets grade level or above on STAAR Math will increase from 17% to 22%.

**Performance Objective 3:** By May 2023, the percent of 5th Grade students that score meets grade level or above on STAAR Science will increase from 7% to 12%.

**Performance Objective 4:** By May 2023, the percentage of Emergent Bilingual Students that demonstrate growth of one language proficiency level will increase from 26% to 31%.

**Performance Objective 5:** By May 2023, student attendance will increase from 89% to 97%.



**Beaumont Independent School District  
Charlton-Pollard Elementary  
2022-2023 Campus Improvement Plan**

**Goal 1: The percentage of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By May 2023, students in 3rd grade will increase their meets grade-level performance on STAAR Reading by 10% from 56% to 66%.

**Performance Objective 2:** The percentage of Kindergarten students meeting grade-level criteria on the mClass assessment in reading will increase from 30% to 40% by May 2023.

**Performance Objective 3:** The percentage of 1st-grade students meeting grade-level criteria on the mClass assessment will increase from 29% to 39% by May 2023.

**Performance Objective 4:** The percentage of 2nd-grade students meeting grade-level criteria on mClass assessment will increase from 18% in to 30% by May 2023.

**Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR MATH will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** The percentage of 3rd grade students that increase their meets grade-level performance on STAAR Math will increase by 10%, from 42% to 52% by May 2023.

**Performance Objective 2:** The percentage of 2nd-grade students meeting grade-level criteria on the district Math assessment will increase from 62% to 75% by May 2023.

**Goal 3: Beaumont ISD will improve its perception of the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, Charlton-Pollard will increase the number of parent engagement activities from 6 to 12.

**Goal 4: Beaumont ISD will double the number of enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, Charlton-Pollard will increase the number of CCMR activities offered to students from 1 to 2.

**Performance Objective 2:** By May 2023, Charlton-Pollard will provide 100% of their students the opportunity to explore career pathways through the online Xello platform.

**Goal 5: Beaumont ISD will double the number of students enrolling and entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, Charlton-Pollard will increase the number of career activities and events from 2 to 3.

**Goal 6: The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By May 2023, Charlton-Pollard will improve its accountability rating from a B-rated school to an A-rated school by increasing its overall performance score on STAAR from 84% to 90%.



**Performance Objective 2:** By May 2023, the number of 4th students demonstrating expected or accelerated growth on STAAR Reading will increase from 56% to 66%.

**Performance Objective 3:** By May 2023, the number of 4th students demonstrating expected or accelerated growth on STAAR Math will increase from 41% to 51%.

**Performance Objective 4:** By May 2023, the number of 5th-grade students demonstrating expected or accelerated growth on STAAR Reading will increase from 51% to 61%.

**Performance Objective 5:** By May 2023, the number of 5th-grade students demonstrating expected or accelerated growth on STAAR Math will increase from 49% to 59%.

**Beaumont Independent School District  
Dishman Elementary  
2022-2023 Campus Improvement Plan**

**Goal 1: Goal: The percent of 3rd-grade students that score meets grade level or above grade level on STAAR Reading will increase by 34% from 16% to 50% by June 2025.**

- **Performance Objective 1:** By May 2023, the number of kindergarten students at Urgent Intervention using mClass data will reduce by 30% from 57% to 27%.
- **Performance Objective 2:** By May 2023, the number of 2nd-grade students at Urgent Intervention will reduce by 20% from 46% to 26% on mClass.

**Goal 2: Goal: The percent of 3rd-grade students that score meets grade level or above grade level on STAAR Math will increase from 11% to 50% by June 2025.**

- **Performance Objective 1:** By May 2023, the number of 3rd-grade students performing at meets grade level on STAAR Math will increase from 39% to 50%.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

- **Performance Objective 1:** By May 2023, the campus will host at least 1 career and college day in an effort to increase students' knowledge of colleges, careers, and the military.
- **Performance Objective 2:** By May 2023, the campus will implement a monthly college spirit day and career day for students to identify and explore various colleges and careers.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

- **Performance Objective 1:** By May 2023, the campus will increase parent academic/engagement activities from 7 events to 15 events.
- **Performance Objective 2:** By May, 2023, the number of business partners and school stakeholder meetings will increase from 1 per year to 4 meetings per year.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

- **Performance Objective 1:** By May 2023, the campus will increase the number of career activities and events from 1 to at least 3.

**Goal 6: The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2025.**

- **Performance Objective 1:** By May 2023, each campus administrator and 90% of the teaching staff will be trained and proficient in the Data-Driven Instruction (DDI) process.
- **Performance Objective 2:** By May 2023, Dishman Elementary will increase its Domain 1 Academic Achievement scaled score from 60 to 70.

**Beaumont Independent School District  
Fletcher Elementary  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** The percent of PreK students meeting grade level criterion on the CIRCLE assessment in Reading will increase from 30% on BOY (beginning of the year) data to 50% by May 2023 in EOY (end of the year) data.

**Performance Objective 2:** The percent of Kindergarten students meeting grade level criterion on the mCLASS assessment in Reading will increase from 15% on BOY (beginning of the year) data to 30% by May 2023 on EOY (end of the year) data.

**Performance Objective 3:** The percent of 1st-grade students meeting grade level criterion on the mCLASS assessment will increase from 31% on BOY (beginning of the year) data to 50% by May 2023 on EOY (end of the year) data.

**Performance Objective 4:** The percent of 2nd-grade students meeting grade level criterion on the mCLASS assessment will increase from 24% on BOY (beginning of the year) data to 50% on EOY (end of the year) data by May 2023.

**Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** The percent of PreK students meeting grade level criterion on the CIRCLE (CLI engage) assessment in math will increase from 45% on BOY (beginning of the year) data to 60% in EOY (end of the year) data by May 2023.

**Performance Objective 2:** The percent of K students meeting grade level criterion on the STEMscopes assessment will increase from 77% on BOY (beginning of the year) data to 85% on EOY (end of the year) data by May 2023.

**Performance Objective 3:** The percent of 1st-grade students meeting grade level criterion on the STEMscopes assessment will increase from 66% on BOY (beginning of the year) data to 75% on EOY (end of the year) data by May 2023.

**Performance Objective 4:** The percent of 2nd-grade students meeting grade level criterion on the STEMscopes assessment will increase from 8% on BOY (beginning of the year) data to 35% on EOY (end of the year) data by May 2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** At least 95% of PK-5th grade students will attend a CCMR event to increase awareness of college, career, and military readiness by the end of May 2023.

**Performance Objective 2:** All, 100%, K-5 students will be provided the opportunity to explore career pathways through the online Xello platform by May 2023.



**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** Fletcher will increase partnerships with community members and business partners from 4 to 6 by May of 2023

**Performance Objective 2:** Fletcher will increase the number of parent engagement activities from 9 to 18 by May 2023.

**Performance Objective 3:** Fletcher will increase student attendance from 90.3% in 2022 to 95% in 2023.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** Fletcher will have a minimum of two activities that promote college and career readiness, military service, and industry-based awareness by the end of the 2023 school year.

**Goal 6: The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By the end of the 2023 school year, the Reading STAAR score for current 5th graders will increase from 56% in 2022 to 66%.

**Performance Objective 2:** By the end of the 2023 school year, the Math STAAR score for current 5th graders will increase from 54% in 2022 to 65%.

**Performance Objective 3:** By the end of the 2023 school year, the Science STAAR score for 5th Grade will increase from 38% to 60%.

**Performance Objective 4:** By the end of the 2023 school year, at least 80% of EM (emergent bilingual) students will grow one full year in the English language as evidenced on the TELPAS assessment.



**Beaumont Independent School District  
Guess Elementary  
2022-2023 Campus Improvement Plan**

**GOAL 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By May 2023, we will increase the percentage of Tier 1 Kindergarten students on mCLASS assessment in Reading from 30% to 55%.

**Performance Objective 2:** By May 2023, we will increase the percentage of Tier 1 first grade students on mClass reading from 55% to 60%.

**Performance Objectives 3:** By May 2023, we will increase the percentage of Tier 1 second grade students on mClass reading from 38% to 45%.

**Performance Objective 4:** By May 2023, we will increase the percentage of fourth grade students that score meets grade level or above on STAAR Reading from 29% to 36%.

**GOAL 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** By May 2023, the percentage of first-grade students performing at or above grade level on the EOY STEMscopes math assessment will increase from 60% to 65%.

**Performance Objective 2:** By May 2023, the percentage of second-grade students performing at or above grade level on the EOY STEMscopes math assessment will increase from 68% to 75%.

**Performance Objective 3:** By May 2023, the percentage of fourth-grade students that score meets grade level or above on STAAR Math will increase from 12% to 25%.

**Performance Objective 4:** By May 2023, the percentage of fifth-grade students that score meets or above on STAAR Math will increase from 24% to 35%.

**GOAL 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By May 2023, 100% of PreK-5 students will be provided opportunities to explore career pathways through various platforms

**Performance Objective 2:** By May 2023, 100% of students will be provided opportunities to explore career pathways through the online platform Xello.

**GOAL 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, student attendance will increase from 85% to at least 96%.

**Performance Objective 2:** By May 2023, staff attendance will increase from 95% to 97%.

**Performance Objective 3:** By May 2023, the percentage of parents participating in at least 50% of school-related activities will increase from 5% to 25%.

**GOAL 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, Guess Elementary will increase the number of college and career readiness activities from 2 to 5.



**Performance Objective 2:** During the 2022-2023 school year, a college-going culture will be created by recognizing universities and technical schools once each month.

**GOAL 6:** The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2025.

**Performance Objective 1:** By May 2023, the percentage of students in the “all students” subgroup, that score meets level or above on STAAR Reading will increase from 32% to 42%.

**Performance Objective 2:** By May 2023, the percentage of students in the “all students” subgroup that score meets level or above on STAAR Math will increase from 54% to 62%.

**Beaumont Independent School District  
Homer Drive Elementary Accelerating Campus Excellence  
2022 - 2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** The percent of 3rd grade students that score *meets* grade level on STAAR Reading will increase from 26.7% to 35%, and from 10% to 13% at the *masters* level by May 2023.

**Performance Objective 2:** The percent of kindergarten students reading At/Above benchmark criterion on the 2023 End of Year (EOY) mClass assessment will increase from 34% to 44% by May 2023.

**Performance Objective 3:** The percent of 1st grade students reading At/Above benchmark criterion on the 2023 End of Year (EOY) mClass assessment will increase from 42% to 52% by May 2023.

**Performance Objective 4:** The percent of 2nd Grade students reading At/Above benchmark criterion on the 2023 End of Year (EOY) mClass assessment will increase from 52% to 62% by May 2023.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by 2025.**

**Performance Objective 1:** The percent of 3rd grade students that score *meets* grade level on STAAR Math will increase from 8.9% to 15% and from 1.11% to 10% at the *masters* level by May 2023.

**Performance Objective 2:** The percent of kindergarten students performing at the Tier I level on STEMscopes assessments will increase from 54% to 64% by May 2023.

**Performance Objective 3:** The percent of 1st grade students performing at the Tier I level on STEMscopes assessments will increase from 26% to 50% by May 2023.

**Performance Objective 4:** The percent of 2nd grade students performing at the Tier I level on STEMscopes assessments will increase from 12% to 50% by May 2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By February 2023, 98% of students will be exposed to post - secondary career and military options.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** Increase the number of monthly parent involvement opportunities from 5 to 10 by May 2023.

**Performance Objective 2:** The percentage of campus-wide discipline infractions January 2023 to May 2023 will decrease from 25% to 19%.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May of 2023, 98% of all students will be exposed to colleges and universities, including various areas of study and student life.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** The percent of 5th grade students that score *meets* grade level on 2023 STAAR Science will increase from 9.52% to 15%, and from 2.38% to 5% at the *masters* level.

**Performance Objective 2:** By May 2023, 100% of all teachers' lesson plans will incorporate at least 70% hands - on science learning experiences.

**Beaumont Independent School District  
Lucas Pre-K Center  
2022-2023 Campus Improvement Plan**

**Goal 1:** The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

**Performance Objective 1:** The percent of PreK students meeting grade level criterion on the CIRCLE assessment in Reading will increase from 67% in September 2022 to 75% by May 2023.

**Goal 2:** The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

**Performance Objective 1:** The percent of PreK students meeting grade level criterion on the CIRCLE assessment in Math will increase from 74% in September 2022 to 80% by May 2023.

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.

**Performance Objective 1:** Lucas Pre-K Center will provide at least two opportunities for students to engage in activities that focus on careers (baseline year) by May 2023.

**Goal 4:** Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

**Performance Objective 1:** Lucas Pre-K Center will increase opportunities for business partner engagement from 4 to 6 by May 2023.

**Performance Objective 2:** Lucas Pre-K Center will increase the number of opportunities for parent engagement from 2 to 5 by May 2023.

**Goal 5:** Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.

**Performance Objective 1:** Lucas Pre-K Center will increase student interaction with professionals in the community from 5 to 10 activities by May 2023.

**Goal 6:** The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2025.

**Performance Objective 1:** Lucas Pre-K Center's student attendance will increase from 84.3% to 92.0% by May 2023.

**Beaumont Independent School District  
Martin Elementary  
2022-2023 Campus Improvement Plan**

**Goal 1:** The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

**Performance Objective 1:** By the end of the 2023 academic school year, 2nd-grade students will increase from 36 percent at benchmark to 56 percent at benchmark on the mClass screener.

**Goal 2:** The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

**Performance Objective 1:** By May 2023, Martin Elementary will increase the number of Math Tier 1 or meets students in K-2 grades from 20 percent to 53 percent based on Eureka math assessments.

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.

**Performance Objective 1:** By May 2023, Martin Elementary will introduce and implement with at least 85% fidelity Xello, the district's college and career readiness software, to all students in grades 2-5.

**Goal 4:** Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

**Performance Objective 1:** By May 2023 Martin Elementary will increase the number of academic parent activities from 2 per semester to 4 per semester.

**Goal 5:** Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.

**Performance Objective 1:** By May 2023, Martin will increase the awareness of college and career readiness by increasing the number of CCMR programs to 2 per semester.

**Performance Objective 2:** By May 2023, the campus will implement a "Passion Block" at least once a month and introduce students to different elective classes such as sports, cooking, sewing, STEM, music, and reading club.

**Goal 6:** The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2025.

**Performance Objective 1:** By May 2023, all students in grades 3-5 will increase in the area of Meets on STAAR Reading by 10 percent.

**Performance Objective 2:** By May 2023, all students in grades 3-5 will increase in the area of Meets on STAAR Math by 10 percent.



**Beaumont Independent School District  
Pietzsch-MacArthur PK-8 Center  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By May 2023, our campus will increase the number of on-track students from 31% to no less than 45% based on End of Year mClass reading data for 3rd-grade students.

**Performance Objective 2:** By the end of the 2023 school year, Pietzsch-MacArthur will increase the overall success measure of phonological awareness for K, 1st, and 2nd grade students from 45% to no less than 60% based on end-of-year mClass data.

**Performance Objective 3:** By the end of the 2023 school year, Pietzsch-MacArthur will increase the overall success measure of phonological awareness of "on track" preK students from 35% to no less than 50% based on end-of-year CLI data.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** By May 2023, our campus will increase Tier 1 students from 20% to no less than 35% based on STAAR 2023 math data for 3rd-grade students.

**Performance Objective 2:** By the end of the 2023 school year, Pietzsch-MacArthur will increase the math overall measure of on-track students from 35% to 50% based on the end-of-year CLI engagement PreK data.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By the end of the 2023 school year, ECHS, Lamar, Exxon-Mobil, and other community programs will increase their campus visits from 0 times per year to no less than 1 time per year to share opportunities with students on academic and career pathways.

**Performance Objective 2:** By the end of the 2022-2023 school year, 100% of students in grades K-8 will be given the opportunity to participate in career exploration through the online Xello platform.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By the end of the 2022-2023 school year, Pietzsch-MacArthur will increase from 1 to 2 surveys to gain stakeholder insight and feedback.

**Performance Objective 2:** By the end of the 2022-2023 school year, Pietzsch-MacArthur will increase from 1 bi-monthly parent engagement meeting to no less than 1 parent involvement meeting per month.

**Performance Objective 3:** By the end of the 2022-2023 school year, Pietzsch-MacArthur will maintain an ongoing relationship with no less than 5 business partners.



**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By the end of the 2022 -2023 school year, Pietzsch-MacArthur will have no less than 1 CCMR event to promote the importance of college and career readiness.

**Performance Objective 2:** By the end of the 2022-2023 school year, Pietzsch-MacArthur will complete at least 1 college and career fair to introduce students to job opportunities unique to our area and unique to advanced use of technology.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By the end of the 2022-2023 school year, Pietzsch-MacArthur will increase STAAR reading scores at the approaches level for the "economically disadvantaged" testing group for grades 3-8 from 40% to no less than 50% based on STAAR scores summed across all grade levels.

**Performance Objective 2:** By the end of the 2022-2023 school year, Pietzsch-MacArthur will increase STAAR math scores at the approaches level for the "economically disadvantaged" testing group for grades 3-8 from 24% to no less than 34% based on STAAR scores summed across all grade levels.

**Performance Objective 3:** By the end of the 2022-2023 school year, Pietzsch-MacArthur will increase Domain 3 emergent bilingual and TELPAS indicator from 0 to 1 on the STAAR school report card.

**Performance Objective 4:** By the end of the 2023 school year, Pietzsch-MacArthur will increase their 5th-grade science scores in the economic disadvantage sub group from 9% to no less than 19% based on the 2023 STAAR science data.



**Beaumont Independent School District  
Regina-Howell Elementary  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** The percent of pre-kindergarten students meeting grade level criterion on the CLI Engage assessment in Reading will increase from 78% in September 2022 to 85% by May 2023.

**Performance Objective 2:** The percent of kindergarten students meeting grade level criterion on the mCLASS assessment in Reading will increase from 45% in May 2022 to 55% by May 2023.

**Performance Objective 3:** The percent of 1st grade students meeting grade level criterion on the mCLASS assessment will increase from 50% in May 2022 to 60% by May 2023.

**Performance Objective 4:** The percent of 2nd grade students meeting grade level criterion on the mCLASS assessment will increase from 48% in October 2022 to 60% by May 2023.

**Performance Objective 5:** The percent of 3rd grade students meeting grade level criterion on the mCLASS assessment will increase from 55 % in October 2022 to 65 % by May 2023.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** The percent of pre-kindergarten students meeting grade level criterion on the CIRCLE assessment in math will increase from 91% in September 2022 to 95% by June 2023.

**Performance Objective 2:** The percent of kindergarten students meeting grade level criterion on the district Math assessment will increase from 85% in September 2022 to 95% by May 2023.

**Performance Objective 3:** The percent of 1st grade students meeting grade level criterion on the district Math assessment will increase from 37% in August 2022 to 47% by May 2023.

**Performance Objective 4:** The percent of 2nd grade students meeting grade level criterion on the district math assessment will increase from 29% in September 2022 to 39% by May 2023.

**Performance Objective 5:** The percent of 3rd grade students meeting grade level criterion on the district math assessment will increase from 14% in September 2022 to 24% by May 2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By May 2023, students will cultivate knowledge and increase awareness of CCMR by utilizing the Xello Career platform a minimum of 20-minutes per week in social studies classes.

**Performance Objective 2:** By May 2023, students will increase knowledge and awareness of military branches by participating in Veteran's Day program and activities and Memorial Day activities.

**Performance Objective 3:** By May 2023, students will participate in at least one Career Day, where they are encouraged to dress up and learn from multiple guest speakers representing various careers.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** The number of community and parent engagement activities will increase from 3 in 2021-2022 to 10 by May 2023.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** Students will cultivate knowledge and increase awareness of two and four-year colleges by holding a college shirt day once per month through May 2023.

**Performance Objective 2:** Students will cultivate knowledge and increase awareness of colleges by teacher classroom displays of the colleges and universities they attended.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** The percentage of students meeting masters on the 3rd grade Reading STAAR assessment will increase from 32% in May 2022 to 37% by May 2023.

**Performance Objective 2:** The percentage of students meeting masters on the 3rd grade Math STAAR assessment will increase from 27% in May 2022 to 32% by May 2023.

**Performance Objective 3:** The percentage of students meeting masters on the 4th grade Reading STAAR assessment will increase from 28% in May 2022 to 33% by May 2023.

**Performance Objective 4:** The percentage of students meeting masters on the 4th grade Math STAAR assessment will increase from 31% in May 2022 to 36% by May 2023.

**Performance Objective 5:** The percentage of students meeting masters on the 5th grade Reading STAAR assessment will increase from 38% in May 2022 to 43% by May 2023.

**Performance Objective 6:** The percentage of students meeting masters on the 5th grade Math STAAR assessment will increase from 27% in May 2022 to 32% by May 2023.



**Beaumont Independent School District  
Sallie Curtis Elementary  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** The percent of Kindergarten students meeting grade level criterion on the mClass Assessment in Reading will increase from 44% in May 2022 to 50% in May 2023.

**Performance Objective 2:** The percent of 1st Grade students meeting grade level criterion on the mClass Assessment in Reading will increase from 44% in May 2022 to 50% by May 2023.

**Performance Objective 3:** The percent of 2nd Grade students meeting grade level criterion on the mClass Assessment in Reading will increase from 62% in May 2022 to 68% by May 2023.

**Performance Objective 4:** The percent of 3rd Grade students who score Meets grade level or above on STAAR Reading will increase from 58.75% in May 2022 to 63% in May 2023.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** The percent of Kindergarten students meeting grade level criterion on the district Math assessment will increase from 93% in May 2022 to 95% by May 2023.

**Performance Objective 2:** The percent of 1st Grade students meeting grade level criterion on the district Math assessment will increase from 77% in May 2022 to 82% by May 2023.

**Performance Objective 3:** The percent of 2nd Grade students meeting grade level criterion on the district Math assessment will increase from 73% in May 2022 to 78% by May 2023.

**Performance Objective 4:** The percent of 3rd Grade students who score Meets grade level or above on STAAR Math from 35% in May 2022 to 40% in May 2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** Increase the number of career oriented presentations and demonstrations using the Curtis Cardinal NEST and the technology it contains from one (1) in the 2021-2022 School Year to six (6) in the 2022-2023 School Year.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** Increase the number of family and community members activities (academic and relationship building) from 15 in the 2021-2022 School Year to 20 in the 2022-2023 School Year.

**Performance Objective 2:** Increase the percentage of students who are excited about the activities they do when learning from 67.2% in the 2021-2022 School Year to 73% in the 2022-2023 School Year.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** Increase the number of career activities and events from three (3) in The 2021-2022 School Year to at least five (5) in the 2022-2023 School Year.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** Increase student attendance from 91.48% in the 2021-2022 School Year to 96% in the 2022-2023 School Year.

**Performance Objective 2:** Increase the number of celebrations that recognize Perfect Attendance (for the 9-Week Grading Period and for the School Year) or Highest Weekly Grade Level Attendance Percentage from one (1) in the 2021-2022 School Year to at least 25 in the 2022-2023 School Year.

**Performance Objective 3:** Increase the percent of 4th Grade students that score Meets grade level or above on STAAR Reading from 57.97% in May 2022 to 60% in May 2023.

**Performance Objective 4:** Increase the percent of 4th Grade students that score Meets grade level or above on STAAR Math from 44.93% in May 2022 to 48% in May 2023.

**Performance Objective 5:** Increase the percent of 5th Grade students that score Meets grade level or above on STAAR Reading from 50.57% in May 2022 to 53% in May 2023.

**Performance Objective 6:** Increase the percent of 5th Grade students that score Meets grade level or above on STAAR Math from 37.93% in May 2022 to 41% in May 2023.

**Beaumont Independent School District  
Fehl-Price Classical Academy  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** First-grade scholars will meet their literacy growth expectations by May 2022 using mClass Amplify Literacy Assessment BOY, MOY and EOY.

**Performance Objective 2:** All educators will implement biweekly checks utilizing all in learning to progress monitor scholar performance towards the mastery of identified ELAR state standards by May 2023. By May 2023 teachers will be able to analyze and interpret student performance in ELAR.

**Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** First-grade scholars will increase their Study Island mastery cycle and foundational math skills by 20% by the May 2023 EOY study island assessment.

**Performance Objective 2:** All educators will implement biweekly checks utilizing all in learning to progress monitor scholar performance towards the mastery of identified Math state standards by May 2023. By May 2023 teachers will be able to analyze and interpret student performance in Math.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** This goal does not apply to elementary campuses.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** According to the campus climate survey, Parental and Community will increase from 37% to 47% by May 2023.

**Performance Objective 2:** By May 2023, we will increase the number of campus volunteers from 5 to 15.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** Fehl-Price Classical Academy will increase the number of events exposing scholars to college, career, and military opportunities from 2 to 5 by June 2023.

**Performance Objective 2:** FPCA will increase focus on college, career, and military readiness by creating a culture for awareness and knowledge across all grade levels by May 2023.



**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** FPCA will create a culture for understanding the school accountability to ensure an increased rating of C for the 2022-2023 academic year.

**Performance Objective 2:** FPCA will meet the district's ADA goal of 95% or higher for the 2022-2023 academic year by May 2023.



**Beaumont Independent School District**  
**PLA @ Jones Clark Elementary**  
**2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By June 2023 Jones-Clark will show an increase in the percentage of scholars approaching grade level on Reading STAAR from 34% in 2022 to 50% for grade 3 and a 10% increase in percentage points for scholars meeting grade level going from 8% to 18%.

**Performance Objective 2:** By June 2023, the percentage of Grade 1 and Grade 2 scholars scoring on grade level or above will increase from 11% to 40% as measured on the NWEA Map.

**Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** By June 2023, Jones-Clark Elementary will increase the percentage of scholars in grade 3-5 achieving meets on STAAR assessment from 20% to 30% and increase the percentage of scholars approaching grade level on STAAR from 23% to 43%

**Performance Objective 2:** By March 2023 scholars in Grade 2 percentage meeting grade level will increase from 21% to 41% as measured by NWEA map.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By June 2023, PLA @ JC will increase CCMR events by 1 more event for grade K-5 scholars centered around college-bound expectations, military service, and industry-based certification.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** Jones-Clark will increase the number of family engagement opportunities from 4 events to 8.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** The campus by May 2023 will host at least one career day which includes a focus on military service, industry-based certifications and college options.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By June 2023 Jones-Clark Elementary will increase the percentage of Grade 4 and 5 scholars meeting grade level in Reading from 19% to 30% on STAAR.

**Performance Objective 2:** By June 2023 Jones-Clark Elementary will increase the percentage of Grades 4-5 mastering grade level in Reading from 5% to 10%



Beaumont Independent School District  
Marshall Middle School  
2022-2023 Campus Improvement Plan



**Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By May of 2023, 6th grade RLA (Reading Language Arts) STAAR passing scores will increase from 57% to 67% in the Approaches category.

**Performance Objective 2:** By May of 2023, 7th grade RLA (Reading Language Arts) STAAR passing scores will increase from 68% to 78% in the Approaches category.

**Performance Objective 3:** By May of 2023, 8th grade RLA (Reading Language Arts) STAAR passing scores will increase from 75% to 85% in the Approaches Category.

**Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** By May of 2023, 6th grade Math STAAR passing scores will increase from 45% to 55% in the approaches category.

**Performance Objective 2:** By May of 2023, 7th grade Math STAAR passing scores will increase from 25% to 35%

**Performance Objective 3:** By May of 2023, 8th grade Math STAAR passing scores will increase from 46% to 56%.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** Marshall will conduct at least 3 college and career experiences that inform scholars of high school and college career opportunities by June 2023.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey.**

**Performance Objective 1:** By May of 2023 the campus will utilize at least two google surveys to get staff feedback.

**Performance Objective 2:** By May 2023, reduce the number of mutual combat incidences from referral data by 10% from the 2021-2022 PEIMS report.

**Performance Objective 3:** The campus will hold Coffee with the Principal one time per month to hear parent concerns.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or four-year university.**

**Performance Objective 1:** Campus will host two career days, one in the fall and one in the spring semester during the 2022-2023 school year. (baseline year)

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** The campus will hold weekly PLC meetings that all core teachers will be expected to attend. 100% of core teachers will participate in weekly PLC meetings focused on student achievement throughout the 2022-2023 school year.

**Performance Objective 2:** The campus will increase our campus rating from not being rated to a C or higher rating by 2023 of May.



**Beaumont Independent School District  
John P. Odom Academy  
2022-2023 Campus Improvement Plan**

**Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** Odom will increase 6th Grade Reading STAAR performance from 33% to 40% Meets by June 2023.

**Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** Odom will increase 7th Grade Math STAAR performance from 10% to 15% Meets by June 2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** Odom will increase 7<sup>th</sup> and 8<sup>th</sup> grade enrollment in college and career readiness classes by 10 students by September 2022.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey.**

**Performance Objective 1:** Odom will increase attendance and student engagement from 84% to 95% by the end of May 2023.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or four-year university.**

**Performance Objective 1:** Odom will continue to ensure that 100% of 8th graders have a documented 4-year academic plan for their entry into high school by May 2023.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** Odom will increase student achievement in the following STAAR categories 3% by June of 2023:

- 6<sup>th</sup> Grade Math STAAR Meets from 26.47% to 30%,
- 6<sup>th</sup> Grade RLA STAAR Meets from 33.33% to 37%,
- 7<sup>th</sup> Grade Math STAAR Meets from 10.12% to 13%,
- 7<sup>th</sup> Grade RLA STAAR Meets from 54.92% to 58%,
- 8<sup>th</sup> Grade Math STAAR Meets from 64.34% to 68%,
- 8<sup>th</sup> Grade Math STAAR Meets from 66.96% to 70%,
- 8<sup>th</sup> Grade Science STAAR Meets from 41.37% to 45%,
- 8<sup>th</sup> Grade Social Studies STAAR Meets from 37.87% to 41%.



**Beaumont Independent School District  
Vincent Middle School  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** Increase student achievement on all grade level STAAR Reading assessments from 27% to 37% for all students at Vincent Middle School by the end of 2022-2023.

**Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** Increase Economically Disadvantaged student achievement on the STAAR Math assessment (Meets Category) from 4% to 14% at Vincent Middle School by the end of 2022-2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By May 2023, Vincent Middle School will increase student enrollment in college career readiness classes from 50% to 75%.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, Vincent Middle School will increase training/involvement and other opportunities for parents and volunteers from 6 to 10 times a year.

**Performance Objective 2:** Vincent Middle School will increase the number of educationally focused events from 6 to 8 by the end of the 2022-2023 school year.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** Increase the number of college and career student activities from 4 to 6 in 2022-2023.

**Performance Objective 2:** By May 2023, Vincent Middle School will increase college visit opportunities for 8th-grade students from 0 to 4.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** Increase student achievement on the STAAR Math assessment (Meets Category) from 2% to 12% for all 7th-grade students by the end of 2022-2023.

**Performance Objective 2:** Increase student achievement on the STAAR Social Studies assessment (Meets Category) from 2% to 12% for all 8th-grade students by the end of 2022-2023.

**Performance Objective 3:** Increase student achievement on the STAAR Science assessment (Meets Category) from 9% to 19% for all 8th-grade students by the end of 2022-2023.

**Beaumont Independent School District  
Dr. Martin Luther King, Jr. Middle School  
2022-2023 Campus Improvement Plan**



**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** The percent of 6th grade students that score approaches grade level or above on STAAR Reading will increase from 39% to 70% by June 2023.

- a. On the TEA interim in November, 45% of students will score at Approaches +.
- b. On the STAAR benchmark in February, 58% of students will score at Approaches+.

**Performance Objective 2:** The percent of 7th grade students that score approaches grade level or above on STAAR Reading will increase from 52% to 70% by June 2023.

- a. On the TEA interim in November, 42% of students will score at Approaches +.
- b. On the STAAR benchmark in February, 55% of students will score at Approaches+.

**Performance Objective 3:** The percent of 8th grade students that score approaches grade level or above on STAAR Reading increase from 51% to 70% by June 2023.

- a. On the TEA interim in November, 45% of students will score at Approaches +.
- b. On the STAAR benchmark in February, 60% of students will score at Approaches+.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** The percent of 6th grade students that score approaches grade level or above on STAAR Math will increase from 40% to 70% by June 2023.

- a. On the TEA interim in November, 42% of students will score at Approaches +.
- b. On the STAAR benchmark in February, 55% of students will score at Approaches +.

**Performance Objective 2:** The percent of 7th grade students that score approaches grade level or above on STAAR Math will increase from 16% to 60% by June 2023.

- a. On the TEA interim in November, 30% of students will score at Approaches +.
- b. On the STAAR benchmark in February, 45% of students will score at Approaches +.

**Performance Objective 3:** The percent of 8th grade students that score approaches grade level or above on STAAR Math will increase from 21% to 70% by June 2023.

- a. On the TEA interim in November, 30% of students will score at Approaches +.
- b. On the STAAR benchmark in February, 50% of students will score at Approaches +.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:**

- a. King Middle School will host four career events throughout the year that are reflective of careers in the community.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:**

- a. 90% of students will complete the school climate survey.
- b. 70% or higher of students will agree or strongly agree with statements on the school climate survey.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, King Middle School will host at least one career day which includes a focus on military service, industry based certifications and college options.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** King Middle School will increase its accountability rating from a F to a C by 2024 or increase by 7 points from a 59 to a 66.



**Beaumont Independent School District  
PLA @ Smith Middle School  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** PLA @ Smith will increase 6th Grade Reading STAAR performance from 13% Meets to 17% Meets by June 2023. (7% increase)

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** PLA @ Smith will increase 7th Grade Math STAAR performance from 4% Meets to 10% Meets by June 2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By June 2023, PLA @ Smith will increase CCMR events by 1 more event for grade 6 - 8 scholars centered around college bound expectations, military service, and industry based certification.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** PLA @ Smith will increase the number of family engagement opportunities from 4 events to 8.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023 will host at least one career day which includes a focus on military service, industry based certifications and college options.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By May 2023, the Academic Growth Raw score will increase from 52 to 65 with the overall school letter grade of "C".



**Beaumont Independent School District  
Beaumont Early College High School  
2022-2023 Campus Improvement Plan**

**Goal 1: The percentage of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By December 2022, BECHS will develop an incentivized reading program that will decrease the number of students reading below grade level by 13%, from 53% to 40%, as measured by the class of 2024's Star 360 Reading Screening.

**Goal 2: The percentage of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** By May 2023, Algebra I EOC scores will increase in Approaches from 81% to 90%, in Meets from 44% to 60%, and in Masters from 30% to 40%.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By August 2022, 100% of students that have not met standard on TSIA2, and are delayed in doing so, will be enrolled in a Development Math and/or English class.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, Beaumont ECHS will have increased parent attendance at the monthly scheduled Title I parent engagement activities from an average of 5 to an average of 25, excluding Goals Night.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By October 2022, Beaumont ECHS will continue to ensure that 100% of 12th grade students have a documented post-secondary plan for their future that includes military service, industry-based certification, enrollment at a two-year community college, or enrollment at a four-year university. 2022-2023 will be a baseline year.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By May 2023, Beaumont ECHS will decrease the number of students that lose credit for a class due to failing grades by 45%, from 60% to 15% (45% decrease when viewing 2021 data, 10% decrease when reviewing 2020 data).



**Beaumont Independent School District  
Beaumont United High School  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By May 2023, ELAR performance will increase from 22% to 26% on Meets based on overall scores on all English EOC tests.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** By May 2023, Math performance will increase from 8% to 12% on Meets based on the Algebra I EOC test.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By May 2023, 60% of all tested students will score at least 945 on English Language Arts and Reading, 5 on the essay, and 950 on Math on the TSIA2.0.

**Performance Objective 2:** By May 2023, AP performance will increase from 13% to 40% of students receiving 3 or better on College Board exam.

**Performance Objective 3:** We will increase by 5% the number of students taking the SAT/ACT during the 2022-2023 school year.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, we will hold at least 1 event in each semester that focuses on reaching the growing Hispanic community.

**Performance Objective 2:** By March 2023, parental involvement participation will increase by 20% to improve student achievement.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, 80% of students enrolled in a CTE Program of Study, will earn an Industry-based Certification by the conclusion of their senior year.

**Performance Objective 2:** By May 2023, 85% of students in attendance have the opportunity to be exposed to at least one aspect of military service.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By May 2023, student and staff attendance will have reached at least 90% each nine weeks period.

**Performance Objective 2:** By December 2022, 95% of campus teaching positions will be filled by certified staff.

**Performance Objective 3:** By July of 2023, student performance in Domain I of the state accountability will move from a component score of 23 to 33.

**Performance Objective 4:** By July of 2023, Domain 2B will move from a component score of 25 to 32, and Domain 3 will increase from 4 targets met to 5 targets met.



**Beaumont Independent School District  
West Brook High School  
2022-2023 Campus Improvement Plan**



**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** By May 2023, the percentage of students performing at Meets will increase from 40% to 48% and the percentage of students performing at Masters will increase from 5% to 10% on the STAAR EOCs for RLA.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** By May 2023, the percentage of students performing at Meets will increase from 18% to 30%. and the percentage of students performing at Masters will increase from 4% to 10% on the STAAR Algebra I EOC.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By May 2023, 65% of all tested students will score at least 480 on Evidence-Based reading and writing and 530 on the mathematics portion of the SAT exam or at least a composite score of 23 and/or a 19 on reading and math on the ACT exam.

**Performance Objective 2:** By May 2023, 65% of all test students will score at least 351 on the reading, 350 on the mathematics, 340 on the writing and a 4 on the essay portion of the TSI.

**Performance Objective 3:** By May 2023, 65% of all tested students will receive a 3 or better on all AP exams taken.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, the campus will increase the number of parent involvement activities on campus from 8 to 12.

**Performance Objective 2:** By May 2023, the campus will increase the number of outreach activities with our growing Hispanic stakeholders on campus from 2 to 4.

**Performance Objective 3:** By the end of the first semester 95% of the staff will join or renew their West Brook PTA membership.

**Performance Objective 4:** By May 2023, there will be a 25 % reduction of tardy referrals from 2,000 referrals to 1,500 referrals.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, the number of students taking an eligible course to earn an Industry-based certification upon graduation will increase from 70% to 75%.

**Performance Objective 2:** By May 2023, the number of students being exposed to the various military advantages and careers will increase from 80% to 95%.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By May 2023, the percentage of students performing at Meets will increase from 18% to 30%. and the percentage of students performing at Masters will increase from 4% to 10% on the STAAR Algebra I EOC.

**Performance Objective 2:** By May 2023, the percentage of students performing at “Meets” will increase from 40% to 48% and the percentage of students performing at Masters will increase from 5% to 10% on the STAAR EOCs for RLA.

**Beaumont Independent School District  
Minnie Rogers Juvenile Justice Center  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** This goal does not apply to Minnie Rogers Juvenile Justice Center.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** This goal does not apply to Minnie Rogers Juvenile Justice Center.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** This goal does not apply to Minnie Rogers Juvenile Justice Center

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** Minnie Rogers Juvenile Justice Center will work collaboratively with the Probation Offices of the incarcerated student to communicate with parents.

**Performance Objective 2:** By May of 2023, the number of organizations/partnerships will increase from one to two.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By May 2023, 90% of the Beaumont ISD students ordered to MRJCC will have a transitional plan provided to them when returning to their home campus.

**Performance Objective 2:** By May 2023, students will be provided with information from Texas Workforce about current job options in the state of Texas.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By May 2023, MRJCC will implement on-line lessons that help to bridge the gaps in reading, fluency, and /are pertain to grammar and comprehension for our struggling students.

**Performance Objective 2:** By May 2023, MRJCC will collaborate with IT to discuss any concerns with MIND Play, MyOn and Go Guardian programs for incarcerated juveniles.



**Beaumont Independent School District  
Paul Brown Learning Center  
2022-2023 Campus Improvement Plan**



**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** Paul Brown Learning Center will increase the number of students performing at Meets performance level in ELAR going from 3% to 13% by June 2023.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** Paul Brown Learning Center will increase the number of students performing at the Approaches performance level in Algebra going from 36% to 45% by June 2023.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By the end of the 2022-2023 school year, the Paul Brown Learning Center will increase the number of students showing success on the TSIA from 11.9% to 16.9%.

**Performance Objective 2:** By the end of the 2022-2023 school year, the Paul Brown Learning Center will increase the number of students ready to enter the military or a skilled career from 23% to 28%.

**Performance Objective 3:** By the end of the 2022-2023 school year, the Paul Brown Learning Center will increase the number of students who enroll in a two-year or four-year college or University from 0% to 5%.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, student attendance will increase from 85% to 90%.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** By the end of the 2022-2023 school year, the Paul Brown Learning Center will develop and implement a CCMR lab.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By the end of the 2022-23 School year, all teachers will utilize aligned TEKS/STAAR instructional materials.



**Beaumont Independent School District  
Pathways Learning Center  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** This goal does not apply to Pathways Learning Center.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** This goal does not apply to Pathways Learning Center.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** By the end of the 2022-2023 school year, 100 % of students enrolling to Pathways Learning Center will receive a CCMR overview and services.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** By May 2023, we will increase opportunities to have academic and behavioral communications with 100% of parents from 2 a year to a minimum of three per year by redesigning the parent communication component.

**Performance Objective 2:** By May 2023, each enrolled student will contribute no less than one encouragement quote to the Eagle's Soar Quote Wall.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** This goal does not apply to Pathways Learning Center.

**Goal 6: The district will increase the number of A or B-rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** By May 2023, the Edgenuity Facilitator model instructional staff implementation will increase from 40% to 100%.

**Performance Objective 2:** By May 2023, the percentage of staff implementing/executing Pathways operational protocols uniformly will increase from 80% to 100%.



**Beaumont Independent School District  
Career and Technical Education Center  
2022-2023 Campus Improvement Plan**

**Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.**

**Performance Objective 1:** The Career and Technical Education Center does not directly impact this goal.

**Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.**

**Performance Objective 1:** The Career and Technical Education Center does not directly impact this goal.

**Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 49% to 70% by August 2025.**

**Performance Objective 1:** The Career and Technical Education Center's enrolled students will increase completion of dual enrollment with Lamar Institute of Technology and Lamar State College Orange from 90% to 95% by June 2023.

**Performance Objective 2:** The Career and Technical Education Center's students will increase the passing rate for Industry-Based Certifications from 36% to 50% and Level 1 Certifications from 62% to 70% by June 2023.

**Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.**

**Performance Objective 1:** The Career and Technical Education Center's Programs of Study will increase integration in the business community from 20% to 35% by June 2023.

**Goal 5: Beaumont ISD will double the number of students enrolling/entering into military service, industry-based certification, a two-year community college, or a four-year university.**

**Performance Objective 1:** The Career and Technical Education Center will increase the number of students receiving Industry Based Certification from 36% to 50%.

**Performance Objective 2:** By June 2023, the percentage of students who experience a lack of being challenged will decrease from 40% to 30% as measured by the Climate Survey.

**Goal 6: The district will increase the number of A or B rated schools across the district from 2 to 8 by 2025.**

**Performance Objective 1:** The Career and Technical Education Center does not directly impact this goal.