

Regular Meeting

Tuesday, June 24, 2025 4:30 PM

Board Room of the Beaumont ISD Administration Building, 3395 Harrison Ave,
Beaumont, TX 77706-5009

I. INTRODUCTION

I.A. ROLL CALL

I.A.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, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:

I.A.1.a. LEGAL

I.A.1.a.1. Pending or contemplated litigation matters and status report

I.A.1.a.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

I.A.1.a.2.1. Demand related to 1882 Agreements

I.A.1.a.2.2. SB 401

I.A.1.a.2.3. Accountability Litigation - Notices from TEA

I.A.1.b. PERSONNEL

I.A.1.b.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

I.A.1.c. REAL ESTATE

I.A.1.c.1. Deliberation
regarding the purchase,
exchange, lease or value of real
property

I.A.1.d. ECONOMIC DEVELOPMENT

I.A.1.d.1. Deliberation
regarding an offer of a
financial or other incentive to
a business prospect related to
economic development
negotiations

I.B. PUBLIC HEARING

I.B.1. 2025-26 Proposed Budgets
and Tax Rate

II. REGULAR OPEN MEETING

II.A. INTRODUCTION OF REGULAR MEETING

II.A.1. United States and Texas Flags
Pledge of Allegiance

II.A.2. Recognitions

II.B. STUDENT OUTCOMES

II.B.1. Superintendent's Report

II.B.2. Cabinet Report

II.B.2.a. School Board Outcome
Goals Progress Monitoring
Report: EOY Data



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.B.2.a.**

Agenda Item Title: Board Outcome Goals Progress Monitoring Report: EOY Data

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Valerie Maclin and Lacosta Guidry

Executive Summary: The School Board Outcome Goals Progress Monitoring Report presents an update on the District's progress toward meeting the Early Literacy and Early Math targets for the 2024–2025 school year. It includes end-of-year assessment data from mCLASS, NWEA MAP, and CIRCLE for students in grades PK–5.

Recommendation: Information Only

Budget Impact* (if applicable):

Funding Source (if applicable):

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): N/A

Anita Frank

Cabinet Level Presenter's Signature

6/18/2025

Date

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

Date

General Counsel's Signature

Date

School Board Outcome Goals

Progress Monitoring Report: End of the Year (EOY) Data



*we can
we will
we must*

Date: June 24, 2025

WWW.BMTISD.COM



BOARD OUTCOME GOALS – 2025

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**.
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**.
3. The percentage of graduates that meet the criteria for CCMR will increase from **36.6% to 65%** by **August 2025**.
4. Beaumont ISD will **improve its perception** in the community as indicated on an annual net promoter survey.
5. Beaumont ISD will increase the percentage of students in "A or B" rated schools from **34% to 50%** by **August 2025**.



*we can
we will
we must*

WWW.BMTISD.COM



SOURCES OF DATA

RLA

- CLI Engage (PK)
- EOY mCLASS Assessments (K-5)

Math

- CLI Engage (PK)
- EOY NWEA MAP (K-5)



WWW.BMTISD.COM



READING END OF YEAR (EOY) DATA

cli:engage

mCLASS[®]
★ TEXAS

WWW.BMTISD.COM

*we can
we will
we must*

Pre-Kindergarten Reading Data
CLI Engage/CIRCLE



Did Not Meet Target

X +24

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,086	54%	14%	32%
MOY	1,125	74% (+20)	11%	15%
EOY	1,157	78% (+4)	5%	14%

2025 At/Above Tier 1 Target Goal= 82%

WWW.BMTISD.COM



Kindergarten Reading Data
mCLASS



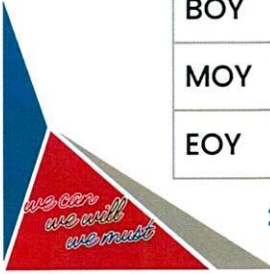
Exceeded Target

✓ +24

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,004	37%	21%	42%
MOY	991	51% (+14)	15%	34%
EOY	1,007	61% (+10)	11%	28%

2025 At/Above Tier 1 Target Goal= 56%

WWW.BMTISD.COM



1st Grade Reading Data
mCLASS



Exceeded Target

✓ **+19**

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,104	40%	17%	43%
MOY	1,098	47% (+7)	13%	40%
EOY	1,095	59% (+12)	12%	29%

2025 At/Above Tier 1 Target Goal= 55%

WWW.BMTISD.COM



2nd Grade Reading Data
mCLASS



Did Not Meet Target

✗ **+14**

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,088	40%	12%	48%
MOY	1,091	45% (+5)	13%	42%
EOY	1,086	54% (+9)	12%	34%

2025 At/Above Tier 1 Target Goal= 55%

WWW.BMTISD.COM



3rd Grade Reading Data
mCLASS



Did Not Meet Target

X +7

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,168	42%	16%	42%
MOY	1,179	46% (+4%)	13%	41%
EOY	1,183	49% (+3%)	15%	36%

2025 At/Above Tier 1 Target Goal= 50%

WWW.BMTISD.COM



4th Grade Reading Data
mCLASS



+7

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,193	39%	21%	40%
MOY	1,175	46% (+7)	15%	39%
EOY	1,078	46% (-)	17%	37%

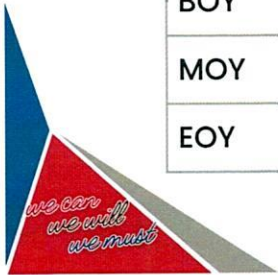
WWW.BMTISD.COM





+8

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,073	42%	18%	40%
MOY	1,070	44% (+2%)	15%	41%
EOY	1,059	50% (+6%)	10%	40%

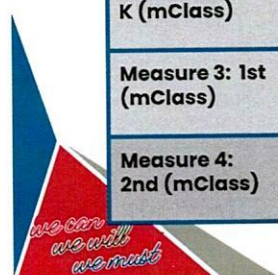


WWW.BMTISD.COM

Goal 1: SUMMARY

READING PERFORMANCE OBJECTIVE TARGETS

Performance Objective	2022 Target	2022 Actual	2023 Target	2023 Actual	2024 Target	2024 Actual	2025 Target	2025 Actual
Measure 1: PK (CIRCLE)	58%	67% Above Target	72%	75% Above Target	77%	78% Above Target	82%	78% Below Target
Measure 2: K (mClass)	22%	41% Above Target	46%	44% Below Target	51%	65% Above Target	56%	61% Above Target
Measure 3: 1st (mClass)	25%	40% Above Target	45%	46% Above Target	50%	57% Above Target	55%	59% Above Target
Measure 4: 2nd (mClass)	38%	40% Above Target	45%	41% Below Target	50%	48% Below Target	55%	54% Below Target



WWW.BMTISD.COM

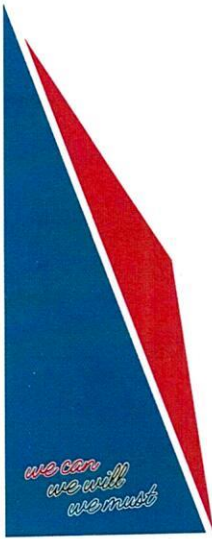


MATH END OF YEAR (EOY) DATA

cliengage

nwea map[®]

WWW.BMTISD.COM



Pre-Kindergarten Math Data CLI Engage/CIRCLE



Did Not Meet Target

X +13

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,086	74%	10%	16%
MOY	1,125	83% (+9)	11%	6%
EOY	1,157	87% (+4)	4%	9%



2025 At/Above Tier 1 Target Goal= 90%

WWW.BMTISD.COM

Kindergarten Math Data
NWEA Map



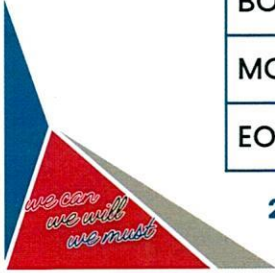
Did Not Meet Target

X -8

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	867	63%	25%	12%
MOY	867	62% (-1)	20%	18%
EOY	903	55% (-7)	18%	27%

2025 At/Above Tier 1 Target Goal= 73%

WWW.BMTISD.COM



1ST Grade Math Data
NWEA Map



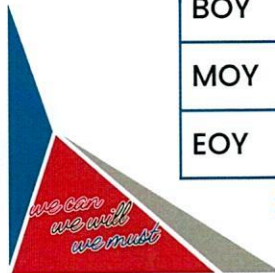
Did Not Meet Target

X -8

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	987	50%	19%	31%
MOY	967	46% (-4)	23%	31%
EOY	981	42% (-4)	23%	35%

2025 At/Above Tier 1 Target Goal= 58%

WWW.BMTISD.COM



2nd Grade Math Data
NWEA Map



Did Not Meet Target

X -6

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	971	44%	20%	36%
MOY	970	49% (+5)	20%	31%
EOY	960	38% (-11)	25%	36%

2025 At/Above Tier 1 Target Goal= 52%

WWW.BMTISD.COM



3rd Grade Math Data
NWEA Map



Did Not Meet Target

X +4

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	990	44%	23%	33%
MOY	990	44% (-)	18%	38%
EOY	1,049	48% (+4)	17%	35%

2025 At/Above Tier 1 Target Goal= 50%

WWW.BMTISD.COM



4th Grade Math Data
NWEA Map



-1

2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,033	43%	24%	33%
MOY	1,036	44% (+1)	17%	39%
EOY	959	42% (-2)	16%	42%

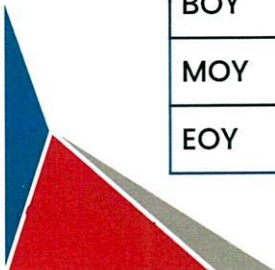


5th Grade Math Data
NWEA Map



-8

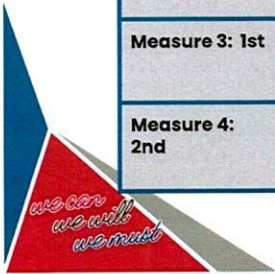
2024-2025	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	964	41%	20%	39%
MOY	941	45% (+4)	18%	37%
EOY	947	33% (-8)	18%	39%



Goal 2: SUMMARY

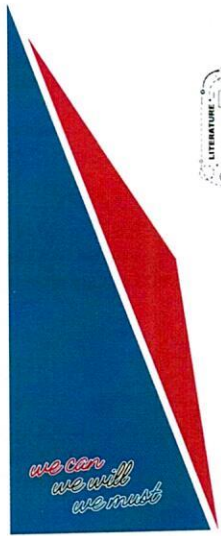
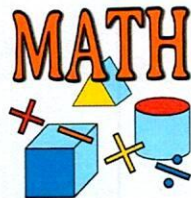
MATH PERFORMANCE OBJECTIVE TARGETS

Performance Objective	2022 Target	2022 Actual	2023 Target	2023 Actual	2024 Target (NWEA)	2024 Actual	2025 Target	2025 Actual
Measure 1: PK (CIRCLE)	77%	76% Below Target	82%	85% Above Target	85%	86% Above Target	90%	87% Below Target
Measure 2: K	54%	80% Above Target	75%	79% Above Target	66%	54% Below Target	73%	55% Below Target
Measure 3: 1st	33%	57% Above Target	60%	59% Below Target	51%	43% Below Target	58%	42% Below Target
Measure 4: 2nd	35%	34% Below Target	40%	47% Above Target	45%	38% Below Target	52%	38% Below Target



WWW.BMTISD.COM

BISD KEY ACTIONS



Key Actions:

Significant or necessary steps or activities that directly contribute to achieving a desired outcome, objective, or goal.



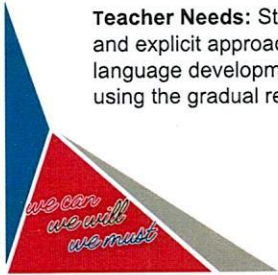
KEY ACTIONS – READING

PreK, Kinder, and 1st Grade RLA

While students have shown strong growth and improvement, additional scaffolding is needed to help them meet their full reading potential.

Student Needs: Strengthen decoding through systematic practice with phonics patterns and sound manipulation. Build comprehension skills by engaging with rich texts and practicing oral retelling using academic language. Improve fluency by mastering high-frequency and irregular words using meaningful, hands-on engagement.

Teacher Needs: Strengthen phonics and phonemic awareness instruction using a scripted, systematic and explicit approach. Enhance student comprehension through structured read-alouds and oral language development. Targeted sight word mastery through multisensory and connected practices using the gradual release model.



WWW.BMTISD.COM



KEY ACTIONS – READING

PreK, Kinder, and 1st Grade RLA

Implementation

Daily reinforcement of decoding and phonemic awareness through systematic practice with phonics patterns and sound manipulation using **Saxon Phonics** and **Neuhaus** (Language and Literacy for Young Learners).

Build comprehension skills by engaging with rich texts and practicing oral retelling using academic language.

Improve fluency by mastering high-frequency and irregular words using meaningful, hands-on engagement and providing real-time feedback using **Amira**.

Provide on-going PD on effective implementation of research-based phonics routines and small group instruction using **Amplify**, **Saxon Phonics** and **Circle Engage**.



WWW.BMTISD.COM



KEY ACTIONS – READING

2nd – 5th Grade RLA

Restructuring of our RLA department to include 2nd grade along with the 3rd – 5th actions. This will allow for curriculum alignment in regards to writing, independent reading, and comprehension structures that flow directly from 2nd to 3rd grade.

Elevating Teacher Capacity:

- Ensure continuity in instruction, especially in writing, independent reading, and comprehension by align standards, learning targets, and instructional strategies.
- **Cross-grade peer observations** where teachers observe lessons and debrief together.
- Provide **targeted PD** on research-based strategies such as the Writing ECR model, small groups, and explicit comprehension instruction.

Prioritizing Student Needs:

- Provide expectations and support, particularly in writing and comprehension.
- Reinforce structures for independent reading and writing



WWW.BMTISD.COM



KEY ACTIONS – READING

2nd – 5th Grade RLA

Actions that will be in place for the coming year:

Phonics:

Systematic, explicit phonics instruction 45 minutes to 1 hour of instruction. (e.g., based on current curriculum resources; Saxon and Phonics for Reading Upper Elementary- focused on advanced phonics and word study)

Direct, whole-group instruction followed by targeted small-group practice with integration of phonics skills into reading and writing tasks.

AMIRA AI: Support fluency, decoding, and comprehension through individualized practice and real-time feedback where students must complete minimum required sessions of tutoring.

AR Renaissance (Accelerated Reader): Promote comprehension through independent reading and goal setting. AR quizzes are taken after completing each book. Students point goal and comprehension are track for reading growth and Lexile levels.



WWW.BMTISD.COM



KEY ACTIONS – MATH

- Student needs:
 - Targeted Skill Interventions- Beginning in the Fall semester, Delta Math will be implemented during the designated Math intervention block to provide targeted, skill-based support for students, shifting its use from the previous Spring-only implementation.
 - Require K-2 to utilize Delta Math as well.
- Teacher needs:
 - Data Coaching- Provide teachers with targeted professional development on how to analyze and use NWEA Map data to inform small group instruction, ensuring that instruction is aligned to identified student skill gaps and growth goals.



WWW.BMTISD.COM



KEY ACTIONS – MATH

2025-2026 Implementation

- Bluebonnet Learning Curriculum-
 - Campus leads (Admin. and Instructional Coaches) will engage in ongoing training throughout the school year to support high-quality implementation and monitoring of the Bluebonnet Learning Curriculum
 - Campus leads and teaching staff will be provided ongoing training on effective PLC practices, including the use of lesson internalization protocols and student work analysis to inform instruction.
- Zearn Math-
 - Teaching staff will receive training and ongoing support to effectively implement Zearn, the online component aligned with the Bluebonnet Learning curriculum. This will reinforce math concepts and personalize learning.



WWW.BMTISD.COM



QUESTIONS



WWW.BMTISD.COM

II.C. PUBLIC COMMENTS

II.D. INFORMATION ITEMS

II.D.1. Update on Personnel
Activities

II.D.2. Report for Tax Collections



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.D.2.**

Agenda Item Title: Report – Tax Collections

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

6/10/2025
Date

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

Date

General Counsel's Signature

Date

Tax Collection Report
May 31, 2025

	Taxes Collected			
	5/31/25		5/31/24	
	M & O	I & S	M & O	I & S
Current	333,962.63	67,687.27	478,517.70	164,728.96
Delinquent	80,244.94	18,297.99	39,189.28	10,412.43
Penalties & Interest	158,262.68	37,688.18	113,732.61	35,782.55
Totals	572,470.25	123,673.44	631,439.59	210,923.94

	Current Taxes		
	Collections for	YTD Current	Collected
Tax Levy	05/31/2025	Collections	Percentage
131,775,706.22	401,649.90	127,083,481.95	96.44%

Two Year Comparison	
Current Year as	Current Year as
of 05/31/2025	of 05/31/2024
96.44%	96.85%

AGENDA:
June 24, 2025

II.D.3. Report for General Fund
Revenue and Expenditures



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.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

6/10/2025
Date

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

Date

General Counsel's Signature

Date

BEAUMONT INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
 General Fund Summary
 May 31, 2025

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
REVENUES					
Property Tax Collection (including delinquencies)	104,053,804	572,470	104,202,082	-	(148,278)
Sources of Misc Income (Foreign Trade Zone, Athletics...)	22,128,436	55,263	17,034,869	-	5,093,567
State Program Revenues	55,519,895	1,352,893	38,463,279	-	17,056,616
Federal Program Revenues	7,114,949	150,255	1,750,404	-	5,364,545
Other Financing Sources	130,000	-	149,150	-	(19,150)
Total Revenues	188,947,084	2,130,882	161,599,783	-	27,347,301
EXPENDITURES					
11 Classroom	93,378,657	8,849,476	84,758,956	1,329,568	7,290,133
12 Library	1,164,954	111,798	1,080,034	7,745	77,175
13 Staff Development	602,598	25,076	268,886	23,816	312,896
21 Asst Sups, Directors, Supervisors, Curriculum Coordinators	4,586,825	513,464	3,959,542	86,781	540,503
23 Principal, Asst. Principals, Office Clerical	10,042,035	891,936	9,155,729	47,496	843,810
31 Counselors	7,918,395	741,636	7,190,736	11,806	715,853
32 Social Workers	282,745	20,509	185,636	-	97,109
33 Nurses	2,274,016	239,835	1,983,103	75,325	215,588
34 Transportation	5,952,060	549,939	4,851,002	493,343	607,715
36 Extracurricular	6,293,082	587,249	5,600,707	139,868	552,507
41 Administration	7,263,237	453,671	6,129,653	184,656	948,928
51 Maintenance and Utilites	29,817,005	2,627,317	24,680,448	975,689	4,161,368
52 Police and Monitoring Services	5,787,557	377,422	4,968,180	378,943	440,434
53 Data Processing Personnel	3,956,358	195,887	3,013,098	444,056	499,204
61 Parent involmt Liaisons, Day Car Workers	788,616	75,711	535,219	2,818	250,579
71 Debt Service	1,114,965	-	1,114,964	-	1
93 Fiscal Agent - Shared Service for Deaf Program	401,950	-	380,944	-	21,006
95 Juvenile Justice Alternative Ed Program	161,860	-	161,860	-	-
99 Other Intergovernmental Charges	11,265,725	-	10,539,246	-	726,479
Total Expenditures	193,052,640	16,260,926	170,557,943	4,201,910	18,301,288
Net increase (decrease)	(4,105,556)				

II.D.4. Report for Campus Activities
Funds and Donations



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.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

6/10/2025
Date

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

General Counsel's Signature Date

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS
MAY 2025**

West Brook High School	\$ 126,496.00
Explanation:	Car Registrations, AP Exams, Library Fines, ID Fines, Program Ads, Chromebook Fees, Cell Phone Fines
Beaumont United High School	\$ 40,405.00
Explanation:	ID Fines, Chromebook Fees, AP Exams, Car Registrations, Cell Phone Fines, Library Fines, Commissions/Vending Machines, Smart ID Fees
Smith Middle School	\$ -
Explanation:	
Marshall Middle School	\$ 13,055.00
Explanation:	Library Fines, Chromebook Fees, Yearbooks, Cell Phone Fines, ID Fines, Smart ID Fees
Odom Academy	\$ 23,354.00
Explanation:	Chromebook Fees, Cell Phone Fines, Library Fines, ID Fines
Vincent Middle School	\$ 25,310.00
Explanation:	Cell Phone Fines, Chromebook Fees
Amelia Elementary	\$ 3,708.00
Explanation:	Donation, Library Fines, Chromebook Fees, Smart ID Fees
Caldwood Elementary	\$ 19,525.00
Explanation:	Chromebook Fees, Smart ID Fees, Book Fair, Donation, Fundraising Proceeds
Curtis Elementary	\$ 10,161.00
Explanation:	Chromebook Fees, Donation, Library Fines
Fletcher Elementary	\$ 34,952.00
Explanation:	Fundraising Proceeds, Commissions/Vending Machines
Guess Elementary	\$ 10,434.00
Explanation:	Commissions/Vending Machines, Chromebook Fees, Donation, Library Fines, Cell Phone Fines
Regina Howell Elementary	\$ 27,582.00
Explanation:	Chromebook Fees, Library Fines, Commission/Vending Machines, Smart ID Fees, Fundraising Proceeds
Homer Drive Elementary	\$ 10,273.00
Explanation:	Cell Phone Fines, Fundraising Proceeds, Commissions/Vending Machines
Pietzsch Elementary	\$ 1,925.00
Explanation:	Cell Phones Fines, Library Fines, ID Fines, Commission/Vending Machines
Dishman Elementary	\$ 4,554.00
Explanation:	Chromebook Fees, Commissions/Vending Machines, Fundraising Proceeds
Blanchette Elementary	\$ 6,407.00
Explanation:	Chromebook Fees, Library Fines, Commission/Vending Machines, Smart ID Fees, Book Fair, Fundraising Proceeds
Martin Elementary	\$ 2,492.00
Explanation:	Library Fines, Dormant Account Transfer, Commissions/Vending Machines

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS, CONTINUED
MAY 2025**

Phalen Leadership Academy (Jones-Clark ES)	\$ 315.00
Explanation: Commissions/Vending Machines, Chromebook Fees	
Charlton-Pollard Elementary	\$ 9,774.00
Explanation: Donation, Cheer Club Fees, Library Fines, Smart ID Fees, Chromebook Fees, Fundraising Proceeds	
Fehl Price Classical Academy	\$ -
Explanation:	
Bingman Pre-K Center	\$ 820.00
Explanation: Commissions/Vending Machines	
Pathways Learning Center	\$ 150.00
Explanation: Chromebook Fees	
Career and Technical Center	\$ 17,613.00
Explanation: CTE Program Proceeds, Donation, Cell Phones	
Brown Center	\$ 1,535.00
Explanation: Chromebook Fees, Cell Phone Fines	
Transportation Dept	\$ 478.00
Explanation: Commissions/Vending Machines	
Maintenance Dept	\$ 76.00
Explanation: Commissions/Vending Machines	
Administration Building	\$ 442.00
Explanation: Commissions/Vending Machines	
Admin. Annex Building	\$ 48.00
Explanation: Commissions/Vending Machines	
Police Dept.	\$ -
Explanation:	
Early College H.S.	\$ 8,202.00
Explanation: Chromebook Fees, Yearbooks, ID Fines, Lost Textbook Fine, Library Fines, Commissions/Vending Machines	
School for the Deaf (Deaf Ed.)	\$ -
Explanation:	
Fine Arts Department	\$ -
Explanation:	

**CAMPUS ACTIVITY FUNDS
BUDGET CHANGE REPORT - MAY 2025**

		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Revenues</u>				
Local Revenue - Other Sources	461.00.5749.00	315,000	400,086	715,086
<u>Expenditures</u>				
	<u>School Leadership</u>			
West Brook High School	461.XX.6499.00.008.00.000	93,887	126,496	220,383
Beaumont United High School	461.XX.6499.00.014.00.000	27,052	40,405	67,457
Smith Middle School	461.XX.6499.00.042.00.000	4,268	-	4,268
Marshall Middle School	461.XX.6499.00.046.00.000	9,536	13,055	22,591
Odom Academy	461.XX.6499.00.047.00.000	7,275	23,354	30,629
Vincent Middle School	461.XX.6499.00.048.00.000	6,674	25,310	31,984
Amelia Elementary	461.XX.6499.00.101.00.000	2,291	3,708	5,999
Caldwood Elementary	461.XX.6499.00.104.00.000	5,029	19,525	24,554
Curtis Elementary	461.XX.6499.00.105.00.000	58,344	10,161	68,505
Fletcher Elementary	461.XX.6499.00.110.00.000	15,968	34,952	50,920
Guess Elementary	461.XX.6499.00.112.00.000	3,899	10,434	14,333
Regina Howell Elementary	461.XX.6499.00.118.00.000	15,488	27,582	43,070
Homer Drive Elementary	461.XX.6499.00.123.00.000	1,397	10,273	11,670
Pietzsch Elementary	461.XX.6499.00.125.00.000	1,832	1,925	3,757
Dishman Elementary	461.XX.6499.00.126.00.000	579	4,554	5,133
Blanchette Elementary	461.XX.6499.00.127.00.000	4,523	6,407	10,930
Martin Elementary	461.XX.6499.00.128.00.000	1,144	2,492	3,636
Phalen Leadership Academy (Jones-Clark)	461.XX.6499.00.129.00.000	12,442	315	12,757
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	7,463	9,774	17,237
Fehl Price Classical Academy	461.XX.6499.00.131.00.000	1,742	-	1,742
Bingman Pre-K Center	461.XX.6499.00.132.00.000	3,603	820	4,423
Pathways Learning Center	461.XX.6499.00.006.00.000	-	150	150
Career and Technical Center	461.XX.6499.00.009.00.000	21,065	17,613	38,678
Brown Center	461.XX.6499.00.012.00.000	185	1,535	1,720
Transportation Dept	461.XX.6499.00.920.00.000	491	478	969
Maintenance Dept	461.XX.6499.00.819.00.000	655	76	731
SSA Deaf Program	461.XX.6499.00.838.00.000	51	-	51
Administration Building	461.XX.6499.00.842.00.000	2,915	442	3,357
Admin. Annex Building	461.XX.6499.00.843.00.000	214	48	262
Police Dept.	461.XX.6499.00.850.00.000	307	-	307
Early College H.S.	461.XX.6499.00.013.00.000	4,661	8,202	12,863
Fine Arts Department	461.XX.6499.00.849.00.000	20	-	20
	Total Expenditures	<u>315,000</u>	<u>400,086</u>	<u>715,086</u>
BUDGET CHANGE				
	Total Revenues	315,000	400,086	715,086
	Total Expenditures	<u>(315,000)</u>	<u>(400,086)</u>	<u>(715,086)</u>
	Adjusted Surplus	-	-	-

**DONATION REPORT - MAY 2025
MONETARY DONATIONS**

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
Dee Richard Real Estate	Career & Technical Education Center	461.00.5749.00.009.00.C86	\$ 50
Laurence Evans	Career & Technical Education Center	461.00.5749.00.009.00.C86	25
Emma Brown	Career & Technical Education Center	461.00.5749.00.009.00.C86	30
Regina Howell PTA	Regina Elementary School	461.00.5749.00.118.00.C47	45,000
Architectural Alliance, Inc.	West Brook High School	481.00.5749.00.000.00.000	3,500
Albert Turner Campaign Fund	West Brook High School	481.00.5749.00.000.00.000	225
Campaign for Robin Mouton	West Brook High School	481.00.5749.00.000.00.000	275
Arlene LeBlanc	West Brook High School	481.00.5749.00.000.00.000	50
John P McGovern Foundation	Child Nutrition Department	240.00.5749.00.000.00.DON	5,000
Total Monetary Donations			\$ 54,155

**DONATION REPORT - MAY 2025
RECORD OF DONATED ITEMS**

<u>Donor Name/Organization</u>	<u>SAF Club/Department</u>	<u>Description of Items</u>	<u>Estimated Value</u>
Alice Moore	Career & Technical Education Center	Stainless Steel Cutting Board	45
Balinda Clark	Career & Technical Education Center	Farberware Stand Mixer	200
Joy & Will Crenshaw	Career & Technical Education Center	1948 Jeep Willys Station Wagon	25,000
Keys on the Couch - Tashayra Keys	Career & Technical Education Center	Gift Cards (3)	75
Dugood Credit Union	Career & Technical Education Center	Backpacks (7)	100
A. Mark Nelson - 1014 Brand	Career & Technical Education Center	HEB Gift Card	30
Mr. & Mrs. Jaye Walker, Sr.	Career & Technical Education Center	Gift Card	25
Del-Lyn Candles & Etc.	Career & Technical Education Center	Gift Card	30
Dr. Joseph Provo	Career & Technical Education Center	Gift Card	45
Carla Robertson	Career & Technical Education Center	Visa Gift Card	25
Manual's Barbeque Catering Co.	Career & Technical Education Center	Visa Gift Card	30
Shawn Webb-Locke	Career & Technical Education Center	Gift Card	25
Realty Depot - Brendon Johnson	Career & Technical Education Center	Visa Gift Card	25
Above All Taxes - Joy Terrell	Career & Technical Education Center	Gift Card	25
Mr. & Mrs. Sam Jenkins	Career & Technical Education Center	Gift Card	75
First Security Bank	Guess Elementary School	Cases of Water (40)	230
Arkema Beaumont	Guess Elementary School	Cases of Water (20)	115
French High Family Friends Community	Martin Elementary School	Bikes (2)	100
French High Family Friends Community	Martin Elementary School	Gift Cards (50)	700
HEB Plus	Martin Elementary School	HEB Gift Card	150
HEB	Blanchette Elementary School	HEB Gift Card	150

II.E. CONSENT AGENDA

II.E.1. Minutes of Regular Board Meeting (Revised) April 17, 2025, May 7, 2025, Board Workshop, May 13, 2025, Special Meeting to Canvass Election, and Regular Board Meeting, May 15, 2025

II.E.2. Approve Resolution Designating Non-Business Days for Purposes of the Public Information Act



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.E.2**

Agenda Item Title: Approve Resolution Designating Nonbusiness Days for Purposes of Public Information Act

Cabinet Level Presenter(s): Shannon Allen

Executive Summary: The 88th Legislature passed House Bill 3033 effective September 1, 2023, adding section 552.0031, which creates a definition of business days for purposes of complying with timelines promulgated by the Texas Public Information Act. BISD's 2025-2025 calendar includes days of closure or limited staffing that are not identified in the definition of business days under amended Texas Government Code section 552.0031. As permitted by HB 3033, the administration requests the Board approve the Resolution to designate the following days as nonbusiness days, in addition to those designated by statute. The designation will allow staff members to work according to the BISD calendar while also ensuring adequate time to comply with the timelines required by the Public Information Act.

Designated Nonbusiness Days (Limited to PIA):
2025: October 13; November 26; December 30-31
2026: March 9-10; June 12, 16, 26; July 1-2

Recommendation: Approve Resolution Designating Nonbusiness Days for Purposes of the Public Information Act

Budget Impact* (if applicable): If not approved, assignment of additional duty days will be necessary to process public information during period of closure.

Policy Reference (if applicable, list policy/regulation): Board Policy Manual, Policy GB, GBA, GBAA

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

Shannon allen

Cabinet Signature

06/10/2025

Date

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE BEAUMONT INDEPENDENT SCHOOL DISTRICT
REGARDING DESIGNATION OF NONBUSINESS DAYS FOR PURPOSES OF
THE PUBLIC INFORMATION ACT FOR THE 2025-2026 SCHOOL YEAR**

WHEREAS, the Beaumont Independent School District (“the District” or “BISD”) is a governmental entity subject to Texas Government Code Chapter 552, the Texas Public Information Act;

WHEREAS, the 88th Legislature passed House Bill 3033 effective September 1, 2023, adding Section 552.0031, which creates a definition of business days for purposes of complying with timelines promulgated by the Texas Public Information Act;

WHEREAS Section 552.0031 defines nonbusiness days as “a Saturday or Sunday; a national holiday under Section 662.003(a); a state holiday under Section 662.003(b); an optional holiday under Section 662.003(c) . . . if the officer for public information of the governmental body observes the optional holiday; the Friday before or Monday after a [state or federal holiday] if the holiday occurs on a Saturday or Sunday and the governmental body observes the holiday on that Friday or Monday.”

WHEREAS, Section 552.0031 also provides, “a governmental body may designate a day on which the governmental body’s administrative offices are closed or operating with minimum staffing as a nonbusiness day. The designation of a nonbusiness day for an independent school district must be made by the board of trustees . . . A governmental body may designate not more than 10 nonbusiness days under this subsection each calendar year.”

WHEREAS, BISD’s 2025-2026 calendar includes days of closure or limited staffing that are not identified in the definition of nonbusiness days under amended Texas Government Code Section 552.0031.

WHEREAS, BISD requires the designation of additional days of closure as nonbusiness days in order to permit staff to work in accordance with their assigned schedule and the BISD calendar;

NOW THEREFORE, be it resolved that:

- (1) In additional to all Saturdays and Sundays, for the 2025-2026 school year (August 1, 2025-July 31, 2026), the Board of Trustees of the Beaumont Independent School District designates the follow days as nonbusiness days for purposes of compliance with timelines adopted in the Texas Public Information Act, Texas Government Code Chapter 552:

- a. National Holidays (TGC 662.003(a))
 - i. September 1, 2025 – Labor Day
 - ii. November 11, 2025 – Veterans Day
 - iii. November 27, 2025 - Thanksgiving Day
 - iv. December 25, 2025 – Christmas Day
 - v. January 1, 2026 – New Year’s Day
 - vi. January 19, 2026 – Martin Luther King, Jr. Day
 - vii. February 16, 2026 – President’s Day
 - viii. May 25, 2026 – Memorial Day
 - ix. July 4, 2026 – Independent Day

- b. State Holidays (TGC 662.003(b))
 - i. August 27, 2025 – Lyndon Baines Johnson Day
 - ii. November 28, 2025 – Friday after Thanksgiving Day
 - iii. December 24, 2025
 - iv. December 26, 2025
 - v. January 19, 2026 – Confederate Heroes Day
 - vi. March 2, 2026 – Texas Independent Day
 - vii. April 21, 2026 - San Jacinto Day
 - viii. June 19, 2026 – Emancipation Day in Texas

- c. Friday/Monday Holiday Observation (TGC 552.0031(e))
 - i. July 3, 2026

- d. Optional Holiday Observed by PIA Officer (TGC 662.003(c)/552.0031(c))
 - i. April 3, 2026 – Good Friday

- e. Board Designated Nonbusiness Days (TGC 552.0031(f))
 - i. October 13, 2025
 - ii. November 26, 2025
 - iii. December 30, 2025
 - iv. December 31, 2025
 - v. March 9, 2026
 - vi. March 10, 2026
 - vii. June 12, 2026
 - viii. June 26, 2026
 - ix. July 1, 2026
 - x. July 2, 2026

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Beaumont Independent School District during a Regular Board Meeting on June 24, 2025. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____ Nays: _____ Abstentions: _____

President, Beaumont ISD Board of Trustees

Secretary, Beaumont ISD Board of Trustees

II.E.3. Approve additions,
revisions, or deletions to (LOCAL)
policies as offered by TASB Policy
Service for consideration for TASB
Localized Policy Manual Update 125



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.E.3.**

Agenda Item Title: Approve Update 125

Cabinet Level Presenter(s): Dr. Shannon Allen, Superintendent

Additional Presenter(s): Sierra Fisher

Executive Summary: Update 125 includes revisions to legal framework documents based on regulatory changes, including amendments to the Texas Administrative Code. Changes to local policies offered for consideration address the following topics: • Election of board officers • Board committees • Advisory committees • Partial academic credit • School safety transfers • Attendance for credit.

Recommendation: The Board approves the additions, revisions, or deletions to (LOCAL) policies as offered by TASB Policy Service for consideration and according to the Instruction Sheet for TASB Localized Policy Manual Update 125.

Budget Impact* (if applicable): NONE

Funding Source (if applicable): NONE

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

Shannon Allen
Cabinet Level Presenter's Signature

6/2/25
Date

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

Date

General Counsel's Signature

Date

Update #	Policy	Title	Recommendation
125	BDAA(LOCAL)	Officers And Officials: Duties And Requirements Of Board Officers	Replace policy
125	BDB(LOCAL)	Board Internal Organization: Board Committees	Replace policy
125	BDF(LOCAL)	Board Internal Organization: Advisory Committees	Add policy
125	EI(LOCAL)	Academic Achievement	Replace policy
125	FDE(LOCAL)	Admissions: School Safety Transfers	Replace policy
125	FEC(LOCAL)	Attendance: Attendance For Credit	Replace policy
125	FFAC(LOCAL)	Wellness And Health Services: Medical Treatment	Replace policy

OFFICERS AND OFFICIALS
DUTIES AND REQUIREMENTS OF BOARD OFFICERS

BDAA
(LOCAL)

Board Officers	The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. The Board may assign a District employee to provide clerical assistance to the Board. Officers shall be elected by majority vote of the members present and voting.
Vacancy	A vacancy among officers of the Board, other than the President, shall be filled by majority action of the Board.
Term and Duties	Board officers shall serve for a term of two years two years or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.
President	In addition to the duties required by law, the President of the Board shall: <ol style="list-style-type: none">1. Preside at all Board meetings unless unable to attend.2. Have the right to discuss, make motions and, propose resolutions, and vote on all matters coming before the Board.3. Be the spokesperson to the media for the Board.
Vice President	The Vice President of the Board shall: <ol style="list-style-type: none">1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.2. Automatically become President of the Board if a vacancy in that office occurs and serve in this role until the Board reorganizes.
Secretary	The Secretary of the Board shall: <ol style="list-style-type: none">1. Ensure that an accurate record is kept of the proceedings of each Board meeting.2. Ensure that notices of Board meetings are posted and sent as required by law.3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.4. Sign or countersign documents as directed by action of the Board.

Special Committees

~~The President shall appoint members to special~~**Note:** For ad-
visory committees created by the Board to fulfill specific
assignments, unless otherwise provided that include
staff, parents, community members, or students, see
BDF.

Board Committees

For purposes of this policy, a Board committee is a committee com-
posed only of current Board members.

Formation of a Board committee shall be by Board action. ~~These~~
~~committees may include District personnel~~When establishing a
Board committee, the Board action shall, at a minimum, specify
the:

- Number of Board members on the committee;
- Process to appoint Board members to the committee;
- Term of committee membership; and ~~citizens. The function of~~
~~committees~~
- Responsibilities of the committee.

A Board committee shall be fact-finding, deliberative, and advisory,
~~but not administrative. Special~~and shall make recommendations in
the areas of their responsibility. Board committees shall report their
findings and recommendations to the Board and shall ~~be dissolved~~
~~upon completion of the assigned task or vote of the Board~~not as-
sume administrative duties or responsibilities.

~~The President of the Board and the Superintendent shall be ex-offi-~~
~~cio members of all Board committees, unless otherwise provided~~
~~by Board action.~~

Transacting
Business

~~Committees may transact business only within the specific author-~~
~~ity granted~~Unless specified by the Board. ~~To be binding, all such~~
~~business~~, a Board committee shall not have final decision-making
authority. Board committee recommendations must be reported to
the Board at ~~the next~~a regular or special meeting ~~for approval and~~
~~entry into the minutes as a public record.~~ The Board shall not ac-
cept a Board committee's recommendation without due considera-
tion of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.

Note: For committees composed only of current Board members, see BDB.

**Advisory
Committees**

For purposes of this policy, an advisory committee is a committee composed primarily of District staff, parents, other community members, and/or students. An advisory committee may also include Board members in numbers less than a quorum of the Board.

Formation of an advisory committee shall be by Board action. When establishing an advisory committee, the Board action shall, at a minimum, specify the:

- Number of members on the committee;
- Process to appoint members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

An advisory committee shall be fact-finding, deliberative, and advisory and shall not assume administrative duties or responsibilities. Advisory committees shall report their findings and recommendations to the Board.

**Transacting
Business**

An advisory committee may transact business only within the specific authority granted by the Board. To be binding, all such committee recommendations must be reported to the Board at a regular or special meeting for approval and entry into the minutes as a public record.

Dissolution

An advisory committee shall be dissolved upon completion of the assigned task or Board action.

ACADEMIC ACHIEVEMENT

EI
(LOCAL)

**Certificate of
Coursework
Completion**

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

Partial Credit

When a student earns a passing grade in only half of a course and the ~~combined grade for~~ average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

Safe Schools Data

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, ~~as defined by the Penal Code~~, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
 - a. Attempted murder;
 - b. Indecency with a child;
 - c. Aggravated kidnapping;
 - d. Aggravated assault on someone other than a District employee or volunteer;
 - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
 - f. Aggravated robbery; ~~or~~
 - g. Continuous sexual abuse of a young child or disabled individual; ~~or~~
 - g-h. Bullying.

School Safety Transfers

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

From a Persistently Dangerous School

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the

beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a
Violent Criminal
Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

**Additional Transfer
Options**

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

**Absences
Considered**

~~This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.~~

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has ~~attended~~ **been in attendance for 90 percent of the re-** ~~quired percentage of days under this policy~~ **the class is offered.**

**Attendance
Committees**

The Board ~~shall establish~~ **authorizes the establishment of** an attendance committee or as many **attendance** committees as necessary for efficient implementation of ~~Education Code 25.092~~ **state law.**

The Superintendent ~~shall~~ **is authorized to** make the specific appointments in accordance with legal requirements.

**Parental Notice of
Excessive Absences**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

**Methods for
Regaining Credit or
Awarding a Final
Grade**

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

~~Petitions~~ **A petition** for credit or a final grade may be filed ~~at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.~~

in accordance with administrative regulations. The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. ~~The~~ **[See Imposing Conditions for Awarding Credit or a Final Grade, below]**

Regardless of whether a petition is filed, the attendance committee may also, ~~whether a petition is filed or not,~~ review the records of all students whose attendance drops below 90 percent of the days the class is offered.

A student who has lost credit or has not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Personal Illness

The principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations as a condition of classifying an absence for personal illness as one for which there are extenuating circumstances.

Best Interest Standard

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent shall develop administrative regulations to document the attendance committee's decision.

Guidelines on Extenuating Circumstances

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]

The attendance committee shall consider whether the reasons for the absences were out of the parent's or student's control and whether documentation for the absence is acceptable.

The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

Imposing Conditions for Awarding Credit or a Final Grade

The attendance committee or principal, as applicable, is not required to assign a student to attend a specified program for an amount of time equivalent to the student's absences (i.e., "seat time").

The attendance committee or principal, as applicable, shall consider the student's unique circumstances and, if necessary, shall impose other conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
2. Completing additional assignments, as specified by the committee or teacher.

3. Attending tutorial sessions as scheduled.
4. Completing other instructional programs, as specified by the committee.
5. Taking an examination to earn credit. [See EHDB]

In all cases, the student must earn a passing grade in order to receive credit.

Appeal Process

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

**Medication Provided
by Parent**

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

**Medication Provided
by District**

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Athletic Program

The District shall purchase nonprescription medication that may be used to prevent or treat illness or injury in the District's athletic program. Only a licensed athletic trainer or a physician licensed to practice medicine in the state of Texas may administer this medication and may do so only if:

1. The District has prior written consent for medication to be administered [see Medical Treatment, below]; and
2. The administration of a medication by an athletic trainer is in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

Epinephrine

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so

that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

*Maintenance,
Availability, and
Training*

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine auto-injectors at each campus.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.

Opioid Antagonist

This provision shall be applicable to every campus.

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

*Maintenance,
Availability,
Training, and
Reporting*

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Medication for
Respiratory Distress

The District authorizes school personnel who have been adequately trained to administer **unassigned** medication for respiratory distress in accordance with law and this policy. Administration of this type of medication shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing respiratory distress.

On-Campus

Authorized and trained individuals may administer **unassigned** medication for respiratory distress at any time a person is experiencing this type of distress on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer this medication so that at least one trained individual is present on campus during regular school hours **as defined in state rules**.

Maintenance, Availability, and Training

The Superintendent shall develop administrative regulations ~~designating~~:

1. **Designating** a coordinator to manage policy implementation ~~and addressing~~;
2. **Addressing** annual training of authorized individuals in accordance with law;
3. **Listing the trained individuals authorized to administer unassigned medication for respiratory distress**;
4. **Addressing** procedures for use; and
5. **Addressing** acquisition or purchase, maintenance, expiration, disposal, and availability of **unassigned** medication for respiratory distress at each campus.

Notice to Parents

In accordance with law, the District shall provide notice of the policy to parents regarding the administration of **unassigned** medication to a person experiencing respiratory distress, including notice of any change to or discontinuation of these provisions.

After Administration of Medication

After the administration of unassigned medication to a student experiencing respiratory distress, the coordinator shall provide written notice to the student's parent, the health-care provider authorizing the unassigned medication for respiratory distress, and the student's primary health-care provider.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical

treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

Instruction Sheet
TASB Localized Policy Manual Update 125

Beaumont ISD

Code	Type	Action To Be Taken	Note
AIA	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	Replace policy	Revised policy
B	(LEGAL)	Replace table of contents	Revised table of contents
BBD	(LEGAL)	Replace policy	Revised policy
BDA	(LOCAL)	Replace policy	Revised policy
BDB	(LEGAL)	Replace policy	Revised policy
BDB	(LOCAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
BDF	(LOCAL)	ADD policy	See explanatory note
BJB	(LEGAL)	Replace policy	Revised policy
CBA	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKC	(LEGAL)	Replace policy	Revised policy
CLA	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNB	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
DEAB	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAD	(LEGAL)	Replace policy	Revised policy
EHBAF	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EI	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
FDA	(LEGAL)	Replace policy	Revised policy
FDE	(LOCAL)	Replace policy	Revised policy
FEC	(LOCAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAC	(LOCAL)	Replace policy	Revised policy
FFB	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

Explanatory Notes

TASB Localized Policy Manual Update 125

Beaumont ISD

AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Revisions to 19 Administrative Code 97.1003(f)(3), effective February 10, 2025, prompted edits at Local Accountability Plan — Submission and Audit Standards.

AIE(LEGAL) ACCOUNTABILITY: INVESTIGATIONS

A citation to the Administrative Code has been adjusted at the end of the policy.

B(LEGAL) LOCAL GOVERNANCE

The Section B Table of Contents has been updated to reflect revised names for policies BDB, Board Committees, and BDF, Advisory Committees.

BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

19 Administrative Code 61.1051 was repealed on December 6, 2024, but 19 Administrative Code 61.1(b)(7), which references the repealed rule, was not amended. The requirements in the repealed provision were moved to 19 Administrative Code 103.1401. A Note has been added at Identifying and Reporting Abuse to clarify the location of the requirements.

BDAA(LOCAL) OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are recommended to this local policy on board officer duties and requirements. At Board Officers, the sentence indicating that the board may assign a district employee to provide clerical assistance is recommended for deletion since the superintendent, rather than the board, manages staff assignments, including providing support to the board. Under Terms and Duties — Vice President, the revised language clarifies that when the vice president automatically becomes president due to a vacancy, they then serve as president until the board reorganizes.

BDB(LEGAL) BOARD INTERNAL ORGANIZATION: BOARD COMMITTEES

To coordinate with the recommended changes to the local policy at this code, the subtopic has been changed from Internal Committees to Board Committees.

BDB(LOCAL) BOARD INTERNAL ORGANIZATION: BOARD COMMITTEES

This policy has been revised in coordination with BDF(LOCAL) to clarify the difference between board committees and advisory committees. Accordingly, the subtopic of this code has been changed from Internal Committees to Board Committees, and new provisions are recommended to establish how board committees are formed and outline their purpose. Text addressing Dissolution of board committees is also recommended for inclusion. The language previously at Special Committees has been moved to BDF(LOCAL).

BDF(LEGAL) BOARD INTERNAL ORGANIZATION: ADVISORY COMMITTEES

To coordinate with the recommended changes to the local policy at this code, the subtopic has been changed from Citizen Advisory Committees to Advisory Committees.

BDF(LOCAL) BOARD INTERNAL ORGANIZATION: ADVISORY COMMITTEES

This new local policy is recommended for inclusion to coordinate with the changes at BDB. The subtopic of this code has been changed from Citizen Advisory Committees to Advisory Committees. Language has been moved here from BDB(LOCAL) and updated to clarify how advisory committees are formed and the

Explanatory Notes

TASB Localized Policy Manual Update 125

Beaumont ISD

parameters of their responsibilities. A section on Dissolution of the committees is also recommended for inclusion.

BJB(LLEGAL) SUPERINTENDENT: RECRUITMENT AND APPOINTMENT

New rules at 19 Administrative Code 103.1213 regarding the Sentinel system were adopted on December 13, 2024, and a new section on required reporting in that system after a superintendent change has been added to this legal framework.

CBA(LLEGAL) STATE AND FEDERAL REVENUE SOURCES: STATE

Revisions reflect amendments at 19 Administrative Code 61.1034, effective April 13, 2025, to clarify the criteria a district must meet to be eligible for the New Instructional Facility Allotment (NIFA). Additional information about NIFA has also been included to outline eligibility provisions and the application process. NIFA was created in 1999 for districts to provide for operational expenses associated with the opening of a new instructional facility and is available to all public school districts that meet the requirements of the statute and rule.

CKA(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING

New rules at 19 Administrative Code 103.1213, effective December 15, 2024, relating to the Sentinel system prompted revisions to this legal framework on safety and security audits and monitoring. A section on Reporting Through Sentinel has been added, and additional changes reflecting new reporting requirements for vulnerability assessments and intruder detection audits have been made.

CKC(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

The new rules regarding the Sentinel system necessitated additional language regarding the Texas School Safety Center's uploading of multihazard emergency operation plans to that system. The new rules became effective December 15, 2024, and are found at 19 Administrative Code 103.1213.

CLA(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY

New requirements have been added at Human Trafficking Warning Signs to reflect a new rule adopted at 19 Administrative Code 103.1403, effective December 11, 2024.

CMD(LLEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

Changes at 19 Administrative Code 67.1315, effective December 15, 2024, prompted revisions relating to the requirement for districts to adopt an open education resource instructional materials plan unless otherwise exempt.

CNB(LLEGAL) TRANSPORTATION MANAGEMENT: DISTRICT VEHICLES

A cross-reference to CNC has been added at School Bus Advertising for clarity regarding reporting requirements for crashes involving buses with advertising.

CNC(LLEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

At Annual Report to TEA, revisions to this legal framework were required after 19 Administrative Code 61.1028 was repealed and provisions moved to the new 19 Administrative Code 103.1231, effective March 10, 2025. Other revisions have been made for clarity.

Explanatory Notes

TASB Localized Policy Manual Update 125

Beaumont ISD

DEAB(LLEGAL) COMPENSATION PLAN: WAGE AND HOUR LAWS

At Exempt Employees — Academic Administrators, the salary/fee rate has been removed and replaced with a reference to the established weekly threshold to prevent the need for continuous updating as the Fair Labor Standards Act rules are amended over time.

DMA(LLEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

A citation change at Child Abuse, Trafficking, and Maltreatment reflects provisions from the Administrative Code that were repealed on December 11, 2024, and moved to 19 Administrative Code 103.1401. At Mental Health, provisions have been added to reflect the adoption of 19 Administrative Code 153.1015, effective December 2, 2024.

EHBAA(LLEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

At Evaluation for Change in Eligibility, provisions have been removed to reflect amendments to 19 Administrative Code 89.1070, adopted November 1, 2024. A cross-reference to EIF has been added for clarity.

EHBAD(LLEGAL) SPECIAL EDUCATION: TRANSITION SERVICES

Provisions at Graduation have been revised to reflect amendments to 19 Administrative Code 89.1070, adopted November 1, 2024.

EHBAF(LLEGAL) SPECIAL EDUCATION: VIDEO/AUDIO MONITORING

19 Administrative Code 61.1051 was repealed on December 6, 2024, but 19 Administrative Code 103.1301, which references the repealed rule, was not amended. The requirements in the repealed provision were moved to 19 Administrative Code 103.1401. A Note has been added at Confidentiality — Duty to Report to clarify the location of the requirements.

EHBE(LLEGAL) SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL

Extensive revisions throughout this legal framework reflect amendments to numerous Administrative Code rules, effective February 7, 2025, relating to bilingual and ESL programs.

EHDE(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

Changes throughout this legal framework reflect amendments to the Administrative Code adopted on February 14, 2025.

EI(LOCAL) ACADEMIC ACHIEVEMENT

At Partial Credit, recommended revisions replace the phrase "combined grade for" with "average of" to more accurately reflect the determination of awarding credit when a student earns a passing grade in only half of a course.

EIF(LLEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revisions to this legal framework are a result of amendments to 19 Administrative Code 89.1070, adopted November 1, 2024.

FDA(LLEGAL) ADMISSIONS: INTERDISTRICT TRANSFERS

A paragraph has been added at Discipline and Threat Assessment Records as a result of the new Sentinel rules found at 19 Administrative Code 103.1213, effective December 15, 2024.

Explanatory Notes

TASB Localized Policy Manual Update 125

Beaumont ISD

FDE(LOCAL) ADMISSIONS: SCHOOL SAFETY TRANSFERS

At Safe Schools Data, "bullying" is recommended for inclusion as an offense for which the district must collect and maintain data. The revision aligns with the Unsafe School Choice Option Guidance Handbook.

FEC(LOCAL) ATTENDANCE: ATTENDANCE FOR CREDIT

Revisions throughout this policy are recommended for clarity.

The information in the first sentence of the policy has been incorporated at Absences Considered for improved readability. Rather than directing the board to establish attendance committees, the policy now authorizes the establishment of those committees by the administration. At Methods for Regaining Credit or Awarding a Final Grade, specifics regarding petitions for credit are recommended for deletion in favor of a reference to administrative regulations.

Revisions at Imposing Conditions for Awarding Credit or a Final Grade are recommended to clarify requirements regarding "seat time." For more information, see the TASB.org article [TEKS Mastery, Not Seat Time, Required for Attendance for Credit](#).

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Extensive changes throughout this legal framework have been made for clarity and to reflect new Department of State Health Services rules on Maintenance and Administration of Medication for Respiratory Distress.

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Revisions to 25 Administrative Code 40.44, including a requirement for written notification to parents after administration of unassigned respiratory distress medication, prompted recommended revisions to this code.

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

FFB(LEGAL) STUDENT WELFARE: CRISIS INTERVENTION

A section on Use of Sentinel Assessment Instrument, Manual, and Field Guide has been added to reflect the new Sentinel rules found at 19 Administrative Code 103.1213, effective December 15, 2024.

FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions to this legal framework at Determination of Violent Conduct reflect new language at 19 Administrative Code 103.1205, effective October 29, 2024.

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

A new section on Peace Officer or Security Personnel Use of Restraint or Taser has been added to reflect new language at 19 Administrative Code 89.1053, effective October 7, 2024.

II.E.4. Approve Resolution to
Extend Bank Depository Services
(RFP 23.19)



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.E.4.**

Agenda Item Title: Approve Resolution to Extend Bank Depository Services (RFP 23.19)

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: A Request for Proposals (RFP 23.19) was issued in fiscal year 2023. In accordance with Texas Education Code Section 45.205(b) regarding School District Depositories, each district is required to enter into a contract for bank depository services every two years and extend these services through a formal Resolution. The contract includes three (3) optional, two-year renewal periods and this is the first of those renewals.

Recommendation: Approve the renewal for PNC Bank.

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): TEC. CH 45, Subchapter G, School District Depositories

Policy Reference (if applicable, list policy/regulation): BDAE (Legal & 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

Board Resolution Extending Depository Contract for Funds
Of Independent School Districts Under Texas Education Code,
Chapter 45, Subchapter G, School District Depositories

Resolved by the Beaumont Independent School District Board of Trustees that:

Board of Trustees

PNC Bank, N.A.

(Name of Depository Bank)

located at 2925 Dowlen Rd. Beaumont, TX 77706

(Name of County)

County, State of Texas, being a bank as defined in section 45.201 of the Texas Education Code, and Beaumont Independent School District (CDN: 123-910) agree to extend this depository

(Name of District)

contract pursuant to Texas Education Code Section 45.205, for an additional two-year term from July 1, 2025, through June 30, 2027. Under Texas Education Code Section 45.205(b), a school district and the district's depository bank may agree to extend a depository contract for three additional two-year terms. The extension constitutes the parties' first two-year term.

(first, second, third)

Furthermore, under Texas Education Code Section 45.205(c), the contract term and any extension must coincide with the school district's fiscal year.

AGREED AND ACCEPTED on behalf of Beaumont Independent School District

Name of District

this the 24 day of June, 2025.

Signature of President of School Board

AGREED AND ACCEPTED on behalf of Depository this the 14 day of MAY, 2025

PNC BANK, N.A.

(Typed Name of Depository)

Signature of Authorized Bank Officer

BONNIE LICE PROSSER
Title of Authorized Bank Officer

Acknowledgement

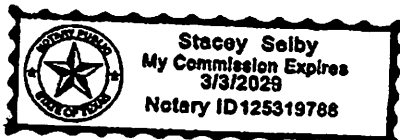
Acknowledged before me in Harris County, Texas, on May 14, 2025 by

Cindy Young, bank officer of the Depository named in the preceding document, for the Depository.

Stacey Selby
Signature of Notary

(SEAL)

Notary Public in and for Harris
County, Texas



II.E.5. Approve Recommended Vendors
for Moving Services



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.E.5.**

Agenda Item Title: Approve Recommended Vendors for Moving Services (RFP 25.21)

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s): Allen DeVault

Executive Summary: A Request for Proposals was issued for Moving Services. The intention of the RFP is to contract with multiple vendors to provide moving services on an as needed basis. The term of this contract award will be for one (1) year, with (4) possible, one-year renewal options.

Recommendation: Award the recommended vendors on the attached Proposal Evaluation Tabulation.

Budget Impact* (if applicable): Estimated \$50,000

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): TEC. CH 44

Policy Reference (if applicable, list policy/regulation): CH (Legal & 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

**REQUEST FOR PROPOSAL EVALUATION TABULATION
 BEAUMONT INDEPENDENT SCHOOL DISTRICT
 RFP 25.21 – MOVING SERVICES**

PROPOSAL EVALUATION TABULATION

PROPOSAL OPENING MAY 28, 2025 @ 2:00 P.M.

<u>OFFEROR'S COMPANY NAME</u>	<u>RESPONSIVE</u>	<u>TOTAL POINTS SCORED</u>	<u>RANKING</u>
BHY Transportation	Y	50.17	6
Brushmasters II LTD (Recommended)	Y	65.94	3
E-Logic	Y	51.40	5
All Points of Texas	Y	62.85	4
L&M Office Furniture (Recommended)	Y	84.00	1
SafeMove of SETX (Recommended)	Y	73.50	2

Evaluators:

Allen DeVault – Director of Maint. & Operations
 Mark McClelland – Asst. Director of Maint. & Operations
 Bryan Jansen – Project Manager
 Robert Henry – Supervisor Warehouse & Grounds

Evaluation Criteria

Price Proposal	50 points
Experience & Reputation	20 points
Quality of Proposer's Services	15 points
Extent to which meets BISD needs	10 points
Prior Relationship w/BISD	5 points

Possible Points

II.E.6. Approve School Improvement
Turnaround Plans



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.E.6.**

Agenda Item Title: Approve School Improvement Turnaround Plans

Cabinet Level Presenter(s): Dr. Charisma Popillion

Additional Presenter(s):

Executive Summary: Under state accountability, a campus must *develop* a Turnaround Plan if it receives a second consecutive unacceptable rating. An unacceptable rating under state accountability is an overall F or an overall D that is either the third overall D or follows an overall F rating. A campus must *implement* the TAP if it receives a third consecutive unacceptable rating.

Recommendation:

Budget Impact* (if applicable): NONE

Funding Source (if applicable): NONE

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): N/A

Cabinet Level Presenter's Signature

6/18/2025

Date

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

Date

General Counsel's Signature

Date

FEHL - PRICE ELEMENTARY SCHOOL

School Improvement
Turnaround Plan





Fehl Price Elementary

Turnaround Plan (TAP)
Public Hearing

Thursday, June 19, 2025 - 3:00pm

*we can
we will
we must*

WWW.BMTISD.COM

Hello I'm....

Yolander Valrie
Fehl Price Elementary
Principal



WWW.BMTISD.COM

*we can
we will
we must*

What is your School Improvement strategy?

Fehl-Price Elementary school improvement strategy focuses on addressing effective instructional practices across all grade levels. Our focus will be on implementing high-impact teaching strategies, providing targeted professional development, and using data to drive instructional decisions.

- **Capacity Building and Coaching**
- **Data Analysis**

These strategies align with Lever 5 of the Effective Schools Framework, focusing on building effective instructional practices.

*we can
we will
we must*



WWW.BMTISD.COM

How does this strategy align with the cause of the campus's federal identification and/or state rating?

Fehl-Price Elementary received an “F” state accountability rating for the 2023–2024 school year, primarily due to limited evidence of effective Tier 1 instruction. The school improvement strategy directly addresses these root causes by:

- **Strengthening Instructional Leadership**
- **Elevating Teacher Effectiveness**
- **Embedding Weekly High-Quality Professional Learning Communities (PLCs)**



*we can
we will
we must*

WWW.BMTISD.COM

Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

To fully implement the school improvement strategy addressing effective instructional practices across all grade levels, the following milestones and monitoring systems will be used over the next two years, aligning with the success criteria and district improvement priorities.



*we can
we will
we must*

WWW.BMTISD.COM

Phase 1: Planning and Upfront Capacity Building (June–August 2025)

- Hire and onboard an experienced campus leadership team, including principal, assistant principal, and instructional coaches.
- Facilitate a ½ day Back-to-School Classroom Management PD for all teachers to develop and practice a classroom management plan.

Phase 2: Implementation and Initial Progress Monitoring (September–December 2025)

- Facilitate professional development for all teachers on BISD’s Instructional Playbook, with a focus on small group instruction, increasing student engagement, promoting academic discourse, and elevating the level of questioning across all content areas.
- Establish weekly Professional Learning Communities (PLCs) focused on lesson internalization to ensure teachers deeply understand the content, anticipate student misconceptions, and plan for rigorous, standards-aligned instruction.



Phase 3: Mid-Year Adjustment and Deepening Implementation (January–May 2026)

- Conduct MOY data review using universal screeners and benchmark assessments.
- Adjust Tier 1 instruction based on progress monitoring.
- Deliver targeted PD based on walkthrough trends (e.g., engagement, questioning, differentiation, small group instruction).
- Increase coaching frequency for teachers identified as needing intensive support.

Phase 4: Year 2 Refinement, Sustainability, and Expansion (June 2026–May 2027)

- Retain high-impact staff; provide induction and mentorship for new hires.
- Plan for sustainability through leadership succession planning and training of future teacher-leaders.



*we can
we will
we must*

WWW.BMTISD.COM

What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

Effective instruction has been identified as a key area in need of improvement at Fehl-Price Elementary. To address this need and fully implement the school improvement strategy, the following reallocation of resources is required:



*we can
we will
we must*

WWW.BMTISD.COM

1. Staffing Changes and Additions

- Campus-Based Instructional Coach (ELA/Math)
- Substitute Coverage for Professional Development & Coaching Cycles

2. Time Allocation and Scheduling Adjustments

- Protected Intervention Block (30-60 minutes daily)
- Weekly PLCs (45 minutes)

3. Funding for Professional Development and Capacity Building

4. Instructional Materials and Resources

- HQIM Supplementary Materials
- Technology Resources



WWW.BMTISD.COM

*we can
we will
we must*

Identify all curriculum programs that will be utilized during the 25-26 school year:

- a) K-5 Math: **Bluebonnet Math** (State Board of Education–approved HQIM)
- Focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment.
 - **Zearn**: Supplemental math resource aligned to TEKS and Bluebonnet for scaffolded student practice.
- b) K-5 RLA: **HMH and Saxon Phonics** (BISD –approved HQIM)
- Comprehensive HQIM covering foundational literacy (phonological awareness, phonics, fluency), vocabulary, and comprehension.
 - Aligned to the Science of Reading and TEKS. Includes decodable texts, embedded formative assessments, and writing integration.
- mCLASS (Amplify)**: For K–2 literacy assessment and progress monitoring.

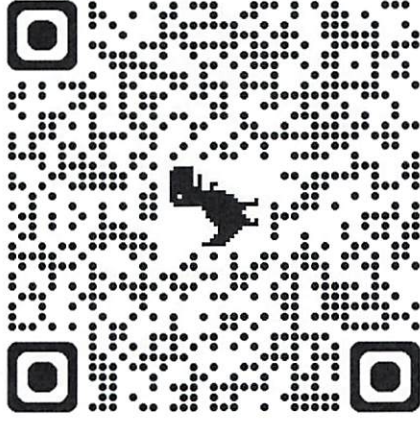


WWW.BMTISD.COM

*we can
we will
we must*

Thank you.

Do you have any questions or ideas to
share



Please scan the QR code to provide feedback.

*we can
we will
we must*

Fehl-Price Elementary School Improvement Turnaround Plan (TAP)

1. What is your School Improvement strategy?

Fehl-Price Elementary's school improvement strategy focuses on addressing effective instructional practices across all grade levels. Our focus will be on implementing high-impact teaching strategies, providing targeted professional development, and using data to drive instructional decisions.

- **Capacity Building and Coaching:** All campus leaders and instructional staff will engage in a layered professional learning plan. This includes upfront summer training, weekly Professional Learning Communities (PLCs), coaching cycles, and weekly walkthroughs using BISD high-leverage teaching strategies as indicated in School Mint Grow.
- **Data Analysis:** Teachers and instructional staff will regularly analyze assessment data to identify learning gaps, adjust instruction, and provide targeted interventions. This data-driven approach will ensure that our strategies remain responsive to student needs and aligned with our academic goals.

These strategies align with Lever 5 of the Effective Schools Framework, focusing on building effective instructional practices.

2. How does this strategy align with the cause of the campus's federal identification and/or state rating?

Fehl-Price Elementary received an "F" state accountability rating for the 2023–2024 school year, primarily due to limited evidence of effective Tier 1 instruction. The school improvement strategy directly addresses these root causes by:

- **Strengthening Instructional Leadership:** The campus leadership team is engaging in targeted professional development and coaching cycles to build their capacity in instructional planning, monitoring, and feedback. This includes support for the principal and tailored coaching plans for novice leaders.
- **Elevating Teacher Effectiveness:** All teachers, including those who are uncertified, will receive upfront training and participate in biweekly coaching cycles to improve instructional practices and ensure data-informed intervention.
- **Embedding Weekly High-Quality Professional Learning Communities (PLCs):** Collaborative lesson internalization sessions occur weekly and are facilitated by instructional coaches to adjust instruction based on formative assessments.

This plan aligns directly with the causes of the "F" rating by addressing instructional gaps, ensuring time for and fidelity to high-impact instructional practices, and intentionally building the instructional capacity of both leaders and teachers.

**Fehl-Price Elementary
School Improvement Turnaround Plan (TAP)**

3. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy.

To fully implement the school improvement strategy addressing effective instructional practices across all grade levels, the following milestones and monitoring systems will be used over the next two years, aligning with the success criteria and district improvement priorities:

Phase 1: Planning and Upfront Capacity Building (June–August 2025)

Milestones:

- Hire and onboard an experienced campus leadership team, including principal, assistant principal, and instructional coaches.
- Facilitate a ½ day Back-to-School Classroom Management PD for all teachers to develop and practice a classroom management plan.

Monitoring Efforts:

- Reviewed by Principal and Campus Leadership Team
- Weekly walkthroughs will be conducted by the CLT using BISD’s CHAMPS matrix in School MintGrow to monitor classroom management effectiveness and provide feedback and/or action steps for adjustments.

Phase 2: Implementation and Initial Progress Monitoring (September–December 2025)

Milestones:

- Facilitate professional development for all teachers on BISD’s Instructional Playbook, with a focus on small group instruction, increasing student engagement, promoting academic discourse, and elevating the level of questioning across all content areas.
- Establish weekly Professional Learning Communities (PLCs) focused on lesson internalization to ensure teachers deeply understand the content, anticipate student misconceptions, and plan for rigorous, standards-aligned instruction.

Monitoring Efforts:

- The campus leadership team reviews progress biweekly using walkthrough data in School Mint Grow, student work samples, and PLC notes.
- Progress updates are shared with the Associate Superintendent.

Phase 3: Mid-Year Adjustment and Deepening Implementation (January–May 2026)

Milestones:

- Conduct MOY data review using universal screeners and benchmark assessments.

**Fehl-Price Elementary
School Improvement Turnaround Plan (TAP)**

- Adjust Tier 1 instruction based on progress monitoring.
- Deliver targeted PD based on walkthrough trends (e.g., engagement, questioning, differentiation, small group instruction).
- Increase coaching frequency for teachers identified as needing intensive support.

Monitoring Efforts:

- MOY data will be analyzed and presented to the staff.
- Progress data (student outcomes, coaching impact, PLC effectiveness) is reviewed monthly at campus leadership meetings.

Phase 4: Year 2 Refinement, Sustainability, and Expansion (June 2026–May 2027)

Milestones:

- Retain high-impact staff; provide induction and mentorship for new hires.
- Plan for sustainability through leadership succession planning and training of future teacher-leaders.

Monitoring Efforts:

- Quarterly Leadership Learning Walks will be conducted by Campus Leadership Team and District-Level Teams.
- Annual reflection and performance analysis are shared with all campus stakeholders.

Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Associate Superintendent	Quarterly briefings with data-driven recommendations

All data related to effective instructional practices will be housed in BISD's Shared Drive. This will include evidence of training sessions, PLC agendas and sign-in sheets, SchoolMint Grow reports, and disaggregated teacher performance data. This centralized system will support transparency, accountability, and data-driven decision-making.

4. What reallocation of resources (time, funding, staffing, etc.) is needed to implement the Improvement strategy based on the campus's ESF diagnostic findings?

Fehl-Price Elementary School Improvement Turnaround Plan (TAP)

Effective instruction has been identified as a key area in need of improvement at Fehl-Price Elementary. To address this need and fully implement the school improvement strategy, the following reallocation of resources is required:

1. Staffing Changes and Additions

- **Campus-Based Instructional Coach (ELA/Math):**
 - **Justification:** ESF findings noted limited instructional leadership capacity. A dedicated coach will provide weekly PLC facilitation, biweekly coaching, and model lessons for fidelity to HQIM.
 - **Funding Source:** Title I or LASO grant
- **Substitute Coverage for Professional Development & Coaching Cycles:**
 - **Justification:** To allow teachers to attend job-embedded coaching, data meetings, and planning sessions without sacrificing instructional time.
 - **Funding Source:** Title 1 or General Funds

2. Time Allocation and Scheduling Adjustments

- **Protected Intervention Block (30-60 minutes daily):**
 - **Justification:** Reallocation of master schedule time to ensure uninterrupted delivery of foundational interventions.
 - **Action:** Reduction of non-instructional time blocks and streamlining transitions.
- **Weekly PLCs (45 minutes):**
 - **Justification:** Time designated for data analysis, internalization of HQIM, and responsive planning.
 - **Action:** Adjust existing meeting structures to prioritize content-based PLCs.

3. Funding for Professional Development and Capacity Building

- **Funding Source:** Title 1 or General Funds
 - Upfront and Ongoing HQIM Training (Bluebonnet Math/ HMH Reading)
 - Leadership Coaching

4. Instructional Materials and Resources

- **HQIM Supplementary Materials (Intervention Kits, Decodable Readers, Manipulatives):**
 - **Funding Source:** Title I, General Funds, or LASO.
- **Technology Resources (Panels, Student Devices):**
 - **Justification:** To support instruction, intervention, and engagement.
 - **Funding Source:** Title I or General funds.

This strategic reallocation of time, staffing, and funds ensures Fehl-Price Elementary can fully implement the school improvement strategy aligned to meet the needs of all students.

Fehl-Price Elementary
School Improvement Turnaround Plan (TAP)

5. How will the budget be reallocated to meet the needs of the chosen strategy?

To successfully implement the school improvement strategy at Fehl-Price Elementary, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through campus needs assessment. The reallocation ensures that funds support high-quality instructional materials (HQIM), capacity building, and improved student outcomes.

The plan ensures that every dollar directly supports the implementation of high-leverage instructional strategies and capacity building for educators at Fehl-Price Elementary. The plan will be monitored quarterly by campus and district leadership to ensure expenditures align with progress toward academic recovery and improved campus accountability ratings.

6. How will staffing be reallocated to meet the needs of the chosen strategy?

To support the successful implementation of the school improvement strategy, focused on strengthening instructional practices in foundational reading and math through high-quality instructional materials (HQIM), targeted interventions, and improved instructional leadership, staffing will be strategically reallocated to maximize instructional impact and build internal capacity.

This staffing reallocation plan aligns human capital to the school's most urgent instructional needs and builds sustainable, site-based leadership capacity. Staffing decisions are designed to maximize instructional impact while creating systems for ongoing teacher growth, student acceleration, and leadership development. Progress will be monitored by campus leadership and reviewed monthly by the Associate Superintendent.

7. Identify all curriculum programs that will be utilized during the 25-26 school year:

a) K-5 Math: **Bluebonnet Math** (State Board of Education–approved HQIM)

- Focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment.
- **Zearn**: Supplemental math resource aligned to TEKS and Bluebonnet for scaffolded student practice.

b) K-5 RLA: **HMH and Saxon Phonics** (BISD–approved HQIM)

- Comprehensive HQIM covering foundational literacy (phonological awareness, phonics, fluency), vocabulary, and comprehension.
 - Aligned to the Science of Reading and TEKS. Includes decodable texts, embedded formative assessments, and writing integration.
- mCLASS (Amplify)**: For K–2 literacy assessment and progress monitoring.

**Fehl-Price Elementary
School Improvement Turnaround Plan (TAP)**

8. What was the date of the public notice that the campus must complete a Turnaround Plan?
 - Monday, June 16, 2025
9. What was the date of the campus's Turnaround Plan public hearing?
 - Thursday, June 19, 2025
10. Describe how the campus solicited feedback during the development of the Turnaround Plan.
 - The campus solicited feedback during the public hearing of the Turnaround Plan, live and via a survey.
11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.
 - [Survey Link](#)
12. What is the date that the Turnaround Plan was board-approved?
 - *Pending Approval: Tuesday, June 24, 2025*

JONES - CLARK ELEMENTARY SCHOOL

School Improvement
Turnaround Plan





Jones-Clark Elementary

Turnaround Plan (TAP)
Public Hearing

Thursday, June 19, 2025- 2:00pm

WWW.BMTISD.COM

*we can
we will
we must*

Hello I'm....

Dr. Victoria Landry
Jones-Clark Elementary
Principal



*we can
we will
we must*

WWW.BMTISD.COM

What is your School Improvement strategy?

- Implementation of High-Quality Instructional Materials (HQIM)
- Transition Support from TFS to BISD Curriculum Resources
- Structured Intervention Block
- Capacity Building and Coaching



*we can
we will
we must*



WWW.BMTISD.COM

How does this strategy align with the cause of the campus's federal identification and/or state rating?

- Ensuring Fidelity to High-Quality Instructional Materials (HQIM)
- Strengthening Instructional Leadership
- Elevating Teacher Effectiveness
- Embedding Weekly High-Quality Professional Learning Communities (PLCs)
- Addressing Special Population Needs

*we can
we will
we must*



WWW.BMTISD.COM

Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

- **Phase 1: Planning and Upfront Capacity Building (June–August 2025)**
- **Phase 2: Implementation and Initial Progress Monitoring (September–December 2025)**
- **Phase 3: Mid-Year Adjustment and Deepening Implementation (January–May 2026)**
- **Phase 4: Year 2 Refinement, Sustainability, and Expansion (June 2026–May 2027)**



*we can
we will
we must*

WWW.BMTISD.COM

What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

- **Staffing Changes and Additions**
- **Time Allocation and Scheduling Adjustments**
- **Funding for Professional Development and Capacity Building**
- **Instructional Materials and Resources**

Funding Sources: LASO Grant, Title or General funds



WWW.BMTISD.COM

*we can
we will
we must*

Identify all curriculum programs that will be utilized during the 25-26 school year:

- **K-5 Math: Bluebonnet Math**
- **K-5 Reading: Bluebonnet Reading**

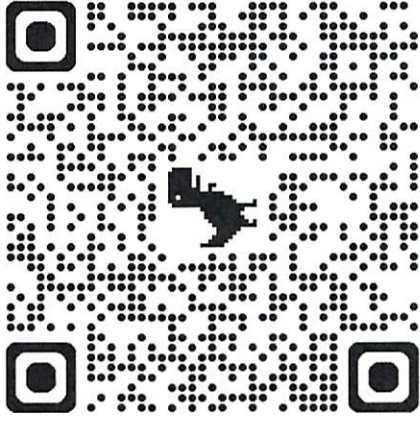
*we can
we will
we must*



WWW.BMTISD.COM

Thank you.

Do you have any questions or ideas to
share



Please scan the QR code to provide feedback.

*we can
we will
we must*

**Jones-Clark Elementary
School Improvement Turnaround Plan (TAP)**

1. What is your School Improvement strategy?

Jones-Clark Elementary’s school improvement strategy focuses on addressing the root cause of low academic performance in foundational reading and math skills through the following aligned and time-bound actions:

- **Implementation of High-Quality Instructional Materials (HQIM):** Teachers will receive upfront and ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Reading and Math Curriculum, which is designed to target core gaps in phonemic awareness, phonics, and basic math computation.
 - **Transition Support from TFS to BISD Curriculum Resources:** With the support of experienced new leadership and instructional coaches, the school will shift from the prior Third-Future Schools System (TFS) model to BISD-aligned curriculum and intervention supports.
- **Structured Intervention Block:** A daily intervention block will be implemented to directly address skill deficiencies identified through data, including progress monitoring, universal screeners, and formative assessments.
- **Capacity Building and Coaching:** All campus leaders and instructional staff will engage in a layered professional learning plan. This includes upfront summer training, weekly Professional Learning Communities (PLCs), coaching cycles, and monthly walkthroughs using ESF-aligned look-fors, tailored to the current staff’s experience and effectiveness levels (as indicated in the ESF Diagnostic).

These strategies align with Lever 2 of the Effective Schools Framework, focusing on building leadership capacity and ensuring high-quality instructional planning and delivery.

2. How does this strategy align with the cause of the campus’s federal identification and/or state rating?

Jones-Clark Elementary received an “F” state accountability rating for the 2022–2023 school year, primarily due to consistently low student performance in foundational reading and math skills, limited evidence of effective Tier 1 instruction, and lack of structured intervention and progress monitoring systems. The school improvement strategy directly addresses these root causes by:

- **Ensuring Fidelity to High-Quality Instructional Materials (HQIM):** The adoption and implementation of the Bluebonnet Reading and Math Curriculum provides aligned, evidence-based content designed to support students in mastering grade-level standards. The latest ESF diagnostic, conducted in April 2022, identified a prioritized focus area: Essential Action 4.1- Daily Use of High-Quality Instructional Materials. This transition to Bluebonnet materials directly aligns with Lever 4. Instructional time has

**Jones-Clark Elementary
School Improvement Turnaround Plan (TAP)**

- been deliberately structured to protect and prioritize HQIM delivery in all core content blocks.
- **Strengthening Instructional Leadership:** Campus and district leaders are engaging in targeted professional development and coaching cycles to build their capacity in instructional planning, monitoring, and feedback. This includes support for the principal and tailored coaching plans for novice leaders. The campus is engaging in Strong Foundations and partnering with Region 5 ESC for Implementation Support in Bluebonnet RLA and Great Minds for Bluebonnet Math.
 - **Elevating Teacher Effectiveness:** All teachers, including those who are uncertified, will receive upfront training and participate in biweekly coaching cycles to improve instructional practices and ensure data-informed intervention. Special emphasis is placed on building teacher capacity to meet the diverse needs of students in special populations, including English language learners (ELs), students with disabilities, and at-risk learners.
 - **Embedding Weekly High-Quality Professional Learning Communities (PLCs):** Collaborative planning sessions occur weekly and are facilitated by instructional coaches to analyze student data, plan for High-Quality Instructional Materials (HQIM) implementation, and adjust instruction based on formative assessments.
 - **Addressing Special Population Needs:** The strategy includes job-embedded training and Professional Learning Community (PLC) focus areas tailored to special population instructional strategies, such as sheltered instruction, differentiation, and inclusion supports.

This plan aligns directly with the causes of the “F” rating by addressing instructional gaps, ensuring time for and fidelity to high-impact instructional practices, and intentionally building the instructional capacity of both leaders and teachers.

3. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy.

To fully implement the school improvement strategy addressing low performance in foundational reading and math skills, the following milestones and monitoring systems will be used over the next two years, aligning with the success criteria and district improvement priorities:

Phase 1: Planning and Upfront Capacity Building (June–August 2025)

Milestones:

- Hire and onboard an experienced campus leadership team, including principal, assistant principal, and instructional coaches.
- Conduct data review of state assessment results, BOY screeners, and ESF diagnostics to identify instructional gaps and special population needs.

**Jones-Clark Elementary
School Improvement Turnaround Plan (TAP)**

- Facilitate a 2-day Back-to-School Professional Development (PD) session, organized and provided by the Curriculum & Instruction Department, for all teachers and leaders on Bluebonnet Reading & Math HQIM, effective instructional delivery, and data-driven planning.

Monitoring Efforts:

- Reviewed by Principal and Campus Leadership Team
- BOY screener data, PD attendance, and coaching plans submitted to the principal
- Updates provided to the Associate Superintendent during leadership check-ins.

**Phase 2: Implementation and Initial Progress Monitoring (September–December 2025)
Milestones:**

- Implement HQIM across all K–5 reading and math classrooms with protected instructional blocks.
- Establish weekly PLCs focused on lesson internalization, formative assessment review, and student outcomes.
- Conduct biweekly instructional walkthroughs and coaching sessions aligned to HQIM look-fors.
- Launch intervention blocks targeting phonics, phonemic awareness, and basic math computation.
- Deliver additional PD sessions for teachers serving ELs, SPED, and at-risk students.

Monitoring Efforts:

- The campus leadership team reviews progress biweekly using walkthrough data, student work samples, and PLC notes.
- Coaching logs and fidelity checklists are submitted monthly to the principal.
- Progress updates are shared with the Associate Superintendent.

**Phase 3: Mid-Year Adjustment and Deepening Implementation (January–May 2026)
Milestones:**

- Conduct MOY data review using universal screeners and benchmark assessments.
- Adjust Tier 1 instruction and intervention groups based on progress monitoring.
- Deliver targeted PD based on walkthrough trends (e.g., questioning, differentiation, small group instruction).
- Increase coaching frequency for teachers identified as needing intensive support.

Monitoring Efforts:

- MOY data will be analyzed and presented to the staff.

**Jones-Clark Elementary
School Improvement Turnaround Plan (TAP)**

- Progress data (student outcomes, coaching impact, PLC effectiveness) is reviewed monthly at campus leadership meetings.

**Phase 4: Year 2 Refinement, Sustainability, and Expansion (June 2026–May 2027)
Milestones:**

- Retain high-impact staff; provide induction and mentorship for new hires.
- Conduct a two-year fidelity review of HQIM and intervention systems.
- Plan for sustainability through leadership succession planning and training of future teacher-leaders.

Monitoring Efforts:

- Quarterly Leadership Learning Walks will be conducted by the Campus Leadership Team and District-Level Teams.
- Annual reflection and performance analysis are shared with all campus stakeholders.

Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Associate Superintendent	Quarterly briefings with data-driven recommendations

All progress data will be documented with BISD's Shared Google Drive, with disaggregated student performance data, coaching impact measures, PLC attendance logs, and fidelity checklists stored in a shared drive accessible to district leadership.

4. What reallocation of resources (time, funding, staffing, etc.) is needed to implement the Improvement strategy based on the campus's ESF diagnostic findings?

Based on the ESF diagnostic findings for Jones-Clark Elementary, key gaps were identified in the areas of instructional leadership, fidelity of instructional material implementation, and targeted support for special populations. To address these areas and fully implement the school improvement strategy, the following reallocation of resources is required:

1. Staffing Changes and Additions

- **Campus-Based Instructional Coach (ELA/Math):**

Jones-Clark Elementary
School Improvement Turnaround Plan (TAP)

- **Justification:** ESF findings noted limited instructional leadership capacity. A dedicated coach will provide weekly PLC facilitation, biweekly coaching, and model lessons for fidelity to HQIM.
- **Funding Source:** Title I or LASO grant
- **Substitute Coverage for Professional Development & Coaching Cycles:**
 - **Justification:** To allow teachers to attend job-embedded coaching, data meetings, and planning sessions without sacrificing instructional time.
 - **Funding Source:** Title 1 or General Funds

2. Time Allocation and Scheduling Adjustments

- **Protected Intervention Block (45-60 minutes daily):**
 - **Justification:** Reallocation of master schedule time to ensure uninterrupted delivery of foundational interventions.
 - **Action:** Reduction of non-instructional time blocks and streamlining transitions.
- **Weekly PLCs (45 minutes):**
 - **Justification:** Time designated for data analysis, internalization of HQIM, and responsive planning.
 - **Action:** Adjust existing meeting structures to prioritize content-based PLCs.

3. Funding for Professional Development and Capacity Building

- **Funding Source:** Title 1 or General Funds
 - Upfront and Ongoing HQIM Training (Bluebonnet ELA/Math)
 - Targeted PD for Special Populations (SPED, ELs)
 - Leadership Coaching

4. Instructional Materials and Resources

- **HQIM Supplementary Materials (Intervention Kits, Decodable Readers, Manipulatives):**
 - **Funding Source:** Title I, General Funds, or LASO.
- **Technology Resources (Panels, Student Devices):**
 - **Justification:** To support instruction, intervention, and engagement.
 - **Funding Source:** Title I or General funds.

This strategic reallocation of time, staffing, and funds ensures Jones-Clark Elementary can fully implement the school improvement strategy aligned with ESF findings and meet the needs of its diverse learner population.

5. How will the budget be reallocated to meet the needs of the chosen strategy?

To successfully implement the school improvement strategy at Jones-Clark Elementary, the campus and district budgets will be strategically reallocated to prioritize instructional quality,

Jones-Clark Elementary
School Improvement Turnaround Plan (TAP)

leadership development, and targeted student interventions, as identified through the ESF diagnostic and campus needs assessment. The reallocation ensures that funds support high-quality instructional materials (HQIM), capacity building, and improved student outcomes, particularly in reading and math foundational skills.

The plan ensures that every dollar directly supports the implementation of high-leverage instructional strategies, capacity building for educators, and equity-driven supports for students at Jones-Clark Elementary. The plan will be monitored quarterly by campus and district leadership to ensure expenditures align with progress toward academic recovery and improved campus accountability ratings.

6. How will staffing be reallocated to meet the needs of the chosen strategy?

To support the successful implementation of the school improvement strategy, focused on strengthening foundational reading and math instruction through high-quality instructional materials (HQIM), targeted interventions, and improved instructional leadership, staffing will be strategically reallocated to maximize instructional impact and build internal capacity, based on the ESF diagnostic findings.

This staffing reallocation plan aligns human capital to the school's most urgent instructional needs and builds sustainable, site-based leadership capacity. Staffing decisions are designed to maximize instructional impact while creating systems for ongoing teacher growth, student acceleration, and leadership development. Progress will be monitored by campus leadership and reviewed monthly by the Associate Superintendent.

7. Identify all curriculum programs that will be utilized during the 25-26 school year:

- a) K-5 Math: **Bluebonnet Math** (State Board of Education–approved HQIM)
- Focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment.
 - **Zearn**: Supplemental math resource aligned to TEKS and Bluebonnet for scaffolded student practice.
- b) K-5 RLA: **Bluebonnet Reading** (State Board of Education–approved HQIM)
- Comprehensive HQIM covering foundational literacy (phonological awareness, phonics, fluency), vocabulary, and comprehension.
 - Aligned to the Science of Reading and TEKS. Includes decodable texts, embedded formative assessments, and writing integration.
- mCLASS (Amplify)**: For K–2 literacy assessment and progress monitoring.

**Jones-Clark Elementary
School Improvement Turnaround Plan (TAP)**

8. What was the date of the public notice that the campus must complete a Turnaround Plan?
 - Monday, June 16, 2025
9. What was the date of the campus's Turnaround Plan public hearing?
 - Thursday, June 19, 2025
10. Describe how the campus solicited feedback during the development of the Turnaround Plan.
 - The campus solicited feedback during the public hearing of the Turnaround Plan, live and via a survey.
11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.
 - [Survey Link](#)
12. What is the date that the Turnaround Plan was board-approved?
 - *Pending Approval: Tuesday, June 24, 2025*

WILLIE RAY SMITH MIDDLE SCHOOL

School Improvement Turnaround Plan





Smith Middle School

Turnaround Plan (TAP)
Public Hearing
Thursday, June 19, 2025- 1:00pm

*we can
we will
we must*

WWW.BMTISD.COM

Hello I'm....

Ronitha Pickens
Smith Middle School
Principal



WWW.BMTISD.COM

*we can
we will
we must*

What is your School Improvement strategy?

Willie Ray Smith will implement Data-Driven Multi-Tiered Systems of Supports (MTSS) for Academics and Behavior to focus on providing targeted support to every student based on students' individual needs, both academically and behaviorally.



*we can
we will
we must*

WWW.BMTISD.COM

What is your School Improvement strategy?

- **Implementation of High-Quality Instructional Materials (HQIM):** Teachers will receive upfront and ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to target core gaps in basic math computation. Studysync will be utilized for RLA in grades Six through Eighth.



*we can
we will
we must*

WWW.BMTISD.COM

What is your School Improvement strategy?

Partnership with Consultants to build Instructional leadership capacity.

- Coaching
- Walk throughs-Monthly

*we can
we will
we must*



WWW.BMTISD.COM

How does this strategy align with the cause of the campus's federal identification and/or state rating?

Willie Ray Smith Middle School received an “C” state accountability rating for the 2023–2024 school year. However, in the previous school year, 2022-2024, the campus received an “F” state accountability rating. Data Analysis and Progress Monitoring will be utilized to analyze trends, patterns, and relationships within the data to inform decisions and improve educational outcomes.

- **Regular Data Meetings**
- **Individual Student Growth Plans**
- **Real-time Data**

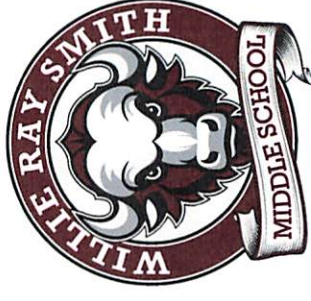


*we can
we will
we must*

WWW.BMTISD.COM

Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

To fully implement the school improvement strategy addressing low performance in foundational Reading and Math skills, the following monitoring systems will be used over the next two years, aligning with the success criteria and district improvement priorities.



*we can
we will
we must*

WWW.BMTISD.COM

Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

- Phase 1: Planning, Training, and System Setup (July 2025 - September 2025)
- Phase 2: Initial Implementation and Feedback (October 2025 - December 2025)
- Phase 3: Refinement and Deeper Integration (January 2026 - May 2026)
- Phase 4: Year 1 Review and Planning (June 2026)



*we can
we will
we must*

WWW.BMTISD.COM

What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

ESF diagnostic findings for Smith Middle School, key gaps were identified in the areas of

- (3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations
- (5.1) Effective instructional leadership, fidelity of instructional material implementation and targeted support for special populations.

*we can
we will
we must*



WWW.BMTISD.COM

Time:

Dedicated Time for Values Integration in PLCs/Staff Meetings:

- Mechanism: Within the already established PLC time, allocate 10-15 minutes regularly (e.g., bi-weekly) to recite the school's vision, mission, and review Capturing Kids Hearts values being lived out in classrooms.
- Purpose: To normalize conversations about school culture, shared expectations, and consistent application of values in teaching and behavior management (linking to ESF 5.1)

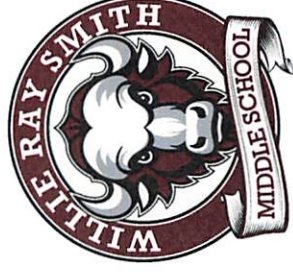


*we can
we will
we must*

WWW.BMTISD.COM

Staffing:

- Designate a small team of teachers and administrators to be the custodians of the vision, mission, and values.
- Counselor/ Wellness Coordinator will proactively develop and deliver lessons on conflict resolution, social skills, and emotional regulation, aligned with safety and respect and to teach students the skills that build a positive and safe learning environment.
- Train paraprofessionals, cafeteria staff, and other support staff on the Capturing Kids Hearts values and how to consistently reinforce expectations with empathy for a safe learning environment.



WWW.BMTISD.COM

*we can
we will
we must*

Funding:

Funding for Professional Development and Capacity Building

- Funding Source: Title 1 or General Funds
 - Upfront and Ongoing SEL, PLC, HQIM Training (Bluebonnet Math, Amira, IXL)
 - Leadership Coaching
 - College Field Trips to drive students toward college and career readiness and post secondary readiness.



WWW.BMTISD.COM

*we can
we will
we must*

Identify all curriculum programs that will be utilized during the 25-26 school year:

A) 6-8 Math: Bluebonnet Math (State Board of Education–approved HQIM)

Bluebonnet Learning Math is a state-developed, TEKS-aligned instructional material for Texas public schools. It's designed to provide comprehensive, Tier 1 (core instruction) materials.

B) 6-8 Reading: Studysync (State Board of Education-approved HQIM)

StudySync is a comprehensive English Language Arts (ELA) curriculum for grades 6-8. It's a blended learning program, meaning it offers both digital and print components, aiming to engage students with diverse texts and multimedia.

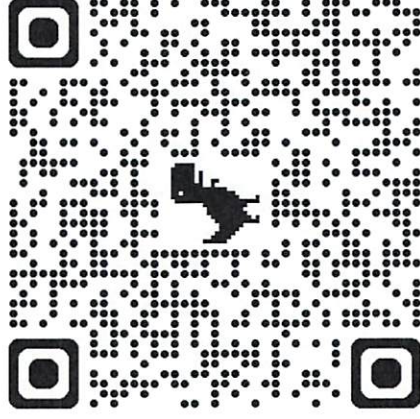


*we can
we will
we must*

WWW.BMTISD.COM

Thank you.

Do you have any questions or ideas to share



Please scan the QR code to provide feedback.

*we can
we will
we must*

Willie Ray Smith Middle School Improvement Turnaround Plan (TAP)

1. What is your School Improvement strategy?

Willie Ray Smith Middle School will implement Data-Driven Multi-Tiered Systems of Supports (MTSS) for Academics and Behavior to focus on providing targeted support to every student based on students' individual needs, both academically and behaviorally.

- **Implementation of High-Quality Instructional Materials (HQIM):** Teachers will receive upfront and ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to target core gaps in basic math computation. StudySync will be utilized for RLA in grades Sixth through Eighth.
- **Tiered Interventions (MTSS):** Develop and implement a robust Multi-Tiered System of Supports (MTSS) that provides differentiated instruction and interventions:
 - **Universal Screening & Progress Monitoring:** Utilize IXL to collect data during the (BOY, MOY, and EOY) assessments. All students will be universally screened at the beginning of the year to identify those at risk. The campus will continuously monitor their progress with short-cycle and district assessments to ensure interventions are effective.
 - **Tier 1:** High-quality, engaging core instruction for all students. Ensure curriculum alignment with state standards.
 - **Tier 2:** Small-group interventions for students identified with moderate needs. This will include forty-five minutes per day in Math for students in grades six and seven. RLA interventions will be provided for (Sixth-Eighth) grade students daily, along with targeting skill-building and reteaching.
 - **Tier 3:** Intensive, individualized interventions for students with significant academic deficits. This will involve one-on-one tutoring and specialized educational plans, as well as embedded small-group instruction in Math and RLA.
 - Our latest diagnostic from April 2022 shows a prioritized focus area of Essential Action 5.1: Effective Classroom Routines and Instructional Strategies. Our implementation of an MTSS system of supports directly aligns with EA 5.1.
- **Data Analysis and Progress Monitoring: The goal is to uncover patterns, trends, and insights that can inform decision-making and lead to more effective educational practices.**
 - Regular Data Meetings: Establish a PLC schedule for Teachers and Administrators to regularly review student data (formative and summative assessments, attendance, behavior) to identify trends, evaluate the effectiveness of interventions, and adjust strategies as needed.
 - Individual Student Growth Plans: Develop individualized academic growth plans for struggling students, setting clear goals and outlining specific support.
 - Real-time Data: Utilize systems that provide real-time data to monitor student progress and allow for immediate adjustments to instruction.

**Willie Ray Smith Middle School
Improvement Turnaround Plan (TAP)**

- **Partnership with a consultant to build Instructional leadership capacity.**
 - Coaching
 - Walk throughs-Monthly

2. How does this strategy align with the cause of the campus's federal identification and/or state rating?

Willie Ray Smith Middle School received a "C" state accountability rating for the 2023–2024 school year, but received an "F" rating for the 2022 - 2023 school year. We are awaiting the rating for the 2024 - 2025 school year. Data Analysis and Progress Monitoring will be utilized to analyze trends, patterns, and relationships within the data to inform decisions and improve educational outcomes.

Although the campus has demonstrated academic growth, there has been a history of low academic performance in the areas of math and RLA.

3. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

To fully implement the school improvement strategy addressing low performance in foundational Reading and Math skills, the following monitoring systems will be used over the next two years, aligning with the success criteria and district improvement priorities:

Phase 1: Planning, Training, and System Setup (July 2025 - September 2025)

Milestones:

1. Establish Regular Data Meetings Cadence (PLC schedule for Teachers & Administrators)
2. Identify Individual Students and create Growth Plans for struggling students
3. Utilize Eduphoria for real-time data decisions

Monitoring Efforts:

1. Review of published PLC schedules for adherence to established frequency; spot-check for completeness and goal clarity.
2. Task Force meetings to track progress on audit, scheduling, and training preparation to ensure teachers are adhering to deadlines.
3. Administrative team reviews teacher training completion rates and pre/post-training assessments on Eduphoria proficiency.
4. September: Conduct a brief anonymous survey for staff on initial comfort with Eduphoria features.

**Willie Ray Smith Middle School
Improvement Turnaround Plan (TAP)**

Phase 2: Initial Implementation and Feedback (October 2025 - December 2025)

Milestones:

All PLCs are being held at least twice a week and following the new protocol.

1. Individual Student Growth Plans (ISGPs) are developed and initiated for identified struggling students (Tier 2 & 3).
2. Teachers regularly utilize Eduphoria for real-time assessment creation and data entry (e.g., formative assessments).
3. Task Force conducts a mid-semester review of data meeting effectiveness (PLC feedback, administrative observations).
4. Initial trends in student data (formative assessments, attendance, behavior referrals) were identified and discussed in administrative data meetings.

Monitoring Efforts:

Administration participates in PLC data meetings to observe adherence to protocol and engagement.

1. Review meeting minutes/agendas from PLCs to ensure data discussion is occurring.
2. Monthly spot-check Eduphoria & Branching Minds for usage logs and assessment creation and data input frequency by teachers.
3. Survey teachers on the effectiveness of initial data meetings and the usefulness of Eduphoria & Branching Minds for instructional purposes.

Phase 3: Refinement and Deeper Integration (January 2026 - May 2026)

Milestones:

1. Student data from Eduphoria is consistently used to adjust instructional strategies in classrooms, evidenced by lesson plans and classroom observations.
2. All identified struggling students have active ISGPs with documented regular progress monitoring and adjustments.
3. Cross-curricular data analysis begins in PLCs (e.g., how reading levels impact science and Social Studies performance).
4. Targeted professional development delivered based on observed data meeting challenges or skill gaps identified in Eduphoria.
5. End-of-year comprehensive data analysis conducted by the Task Force and administration, identifying school-wide strengths and areas for improvement.

**Willie Ray Smith Middle School
Improvement Turnaround Plan (TAP)**

Monitoring Efforts:

1. Ongoing: Formal classroom observations focusing on evidence of data-driven instructional adjustments.
2. Monthly: Review of aggregate student growth data from Eduphoria (e.g., common assessment scores, attendance, behavior trends).
3. February: Administrative team reviews ISGP progress data for cohort 1, identifying successful interventions and areas for improvement.
4. April: Student and parent feedback surveys on the perceived impact of individualized support.
5. May: Review of final data analysis report against initial goals for Year 1.

Phase 4: Year 1 Review and Planning (June 2026)

Milestones:

1. Comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report finalized, including successes, challenges, and quantitative data trends.
2. Implementation plan for Data Analysis and Progress Monitoring finalized, incorporating lessons learned from Year 1.

Monitoring Efforts:

1. Review of final Year 1 report by all stakeholders.
2. Meeting with the Task Force to approve Year 2 plan.

Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal & CLT	Weekly data reviews, walkthroughs, coaching plans
Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Assistant Superintendent	Quarterly briefings with data-driven recommendations

All progress data will be documented with Beaumont ISD's Shared Google Drive, with disaggregated student performance data, coaching impact measures, PLC attendance logs, and fidelity checklists stored in a shared drive accessible to district leadership.

**Willie Ray Smith Middle School
Improvement Turnaround Plan (TAP)**

4. What reallocation of resources (time, funding, staffing, etc.) is needed to implement the Improvement strategy based on the campus's ESF diagnostic findings?

Based on the ESF diagnostic findings for Smith Middle School, key gaps were identified in the areas of (3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations and (5.1) Effective instructional leadership, fidelity of instructional material implementation and targeted support for special populations.

To address these areas and fully implement the school improvement strategy, the following reallocation of resources is required:

Time:

Dedicated Time for Values Integration in PLCs/Staff Meetings:

- Mechanism: Within the already established PLC time, allocate 10-15 minutes regularly (e.g., bi-weekly) to recite the school's vision, mission, and review Capturing Kids Hearts values being lived out in classrooms.
- Purpose: To normalize conversations about school culture, shared expectations, and consistent application of values in teaching and behavior management (linking to ESF 5.1).

Staffing:

- Designate a small team of teachers and administrators to be the custodians of the vision, mission, and values. This may involve reallocating a small portion of their existing committee duties to ensure the vision, and mission statement is visible in all classrooms.
- Counselor/Wellness Coordinator - Designate a portion of the counselor/Wellness Coordinator's time for proactively developing and delivering lessons on conflict resolution, social skills, and emotional regulation, aligned with safety and respect. Create a focus on teaching students the skills that build a positive and safe learning environment.
- Train paraprofessionals, cafeteria staff, and other support staff on the Capturing Kids Hearts values and how to consistently reinforce expectations with empathy for a safe learning environment.

Funding:

Funding for Professional Development and Capacity Building

- Funding Source: Title 1 or General Funds
 - Upfront and Ongoing Social Emotional Learning, PLC, High Quality Instructional Material Training (Bluebonnet Math, Amira, IXL)
 - Leadership Coaching

Willie Ray Smith Middle School Improvement Turnaround Plan (TAP)

- College Field Trips to drive students toward college and career readiness and post-secondary readiness.

5. How will the budget be reallocated to meet the needs of the chosen strategy?

To successfully implement the school improvement strategy at Smith Middle School, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the ESF diagnostic and campus needs assessment. The reallocation ensures that funds support (5.1) high-quality instructional materials (HQIM), capacity building, and improved student outcomes, particularly in Social Studies, Reading and math.

The plan ensures that every dollar directly supports the implementation of high-leverage instructional strategies, capacity building for educators, and equity-driven support for students at Smith Middle School. The plan will be monitored quarterly by campus and district leadership to ensure expenditures align with progress toward academic recovery and improved campus accountability ratings.

6. How will staffing be reallocated to meet the needs of the chosen strategy?

Staffing will be strategically allocated to support the successful implementation of the school improvement strategies and build internal capacity, as well as maximize parental engagement on campus, based on the ESF diagnostic findings.

To ensure that all teachers at Willie Ray Smith Middle School possess the skills, knowledge, and support to consistently implement effective classroom routines and instructional strategies that maximize student learning and engagement, the Instructional Coach and Leadership team will assist teachers with the following to bridge data analysis with instructional practice (ESF 5.1):

- Help teachers interpret data from Eduphoria to identify instructional gaps related to routines or strategies.
- Model effective routines and strategies in classrooms.
- Co-plan lessons to embed these practices.
- Facilitate professional development on high-leverage instructional strategies.
- Provide ongoing coaching.

This staffing reallocation plan aligns to the school's most urgent instructional needs to build sustainable, site-based leadership capacity. Staffing decisions are designed to maximize instructional impact while creating systems for ongoing teacher growth, student acceleration, and leadership development. Progress will be monitored by campus leadership and reviewed monthly by the Assistant Superintendent.

**Willie Ray Smith Middle School
Improvement Turnaround Plan (TAP)**

7. Identify all curriculum programs that will be utilized during the 25-26 school year:

A) 6-8 Math: Bluebonnet Math (State Board of Education–approved HQIM)

Bluebonnet Learning Math is a state-developed, TEKS-aligned instructional material for Texas public schools. It's designed to provide comprehensive, Tier 1 (core instruction) materials, including:

- Scope and sequence.
- Daily lesson plans.
- Student materials (workbooks, digital access).
- Teacher editions with module overviews, pacing guides, and detailed lessons.
- Assessments (though this is a known area of concern for many users).
- Weekly Walk--throughs to ensure fidelity of implementation.

It emphasizes a balanced approach to math learning, aiming for conceptual understanding, procedural fluency, and problem-solving. It's structured with three phases: Engage, Develop, and Demonstrate.

B) 6-8 Reading: StudySync (State Board of Education-approved HQIM)

StudySync is a comprehensive Reading Language Arts (RLA) curriculum for grades 6-8. It's a blended learning program, meaning it offers both digital and print components, aiming to engage students with diverse texts and multimedia. Key features often include:

- **Integrated Reading & Writing:** Connects reading comprehension with various writing tasks (narrative, informational, argumentative).
- **Diverse Texts:** Blends classic and contemporary literature, including short stories, poems, non-fiction, and drama, from a wide range of authors.
- **Multimedia Components:** Includes "StudySyncTV" (student-led discussions), "SkillsTV" (video lessons on literary skills), and "Previews" (introductory videos for texts).
- **Embedded Skills Lessons:** Focuses on foundational language, vocabulary, comprehension, and research skills.
- **Differentiated Supports:** Often includes scaffolding for various learning levels, including ELLs.
- **Assessment Tools:** Provides both formative and summative assessments, with options for self, peer, and teacher evaluations.
- **Digital Platform:** A robust online platform for student assignments, reading, writing, and teacher grading.

**Willie Ray Smith Middle School
Improvement Turnaround Plan (TAP)**

8. What was the date of the public notice that the campus must complete a Turnaround Plan?
- Monday, June 16, 2025
9. What was the date of the campus's Turnaround Plan public hearing?
- Thursday, June 19, 2025
10. Describe how the campus solicited feedback during the development of the Turnaround Plan.
- The campus solicited feedback during the public hearing of the Turnaround Plan, live and via a survey.
11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.
- [Survey Link](#)
12. What is the date that the Turnaround Plan was board-approved?
- *Pending Approval: Tuesday, June 24, 2025*

A blue abstract graphic consisting of overlapping shapes, including a large curved shape and a smaller one, located in the top left corner of the page.

**DR. MARTIN LUTHER KING, JR. MIDDLE
SCHOOL - CLOSED**

School Improvement
Turnaround Plan
for Reassigned Students

A blue abstract graphic consisting of overlapping shapes, including a large curved shape and a smaller one, located in the bottom right corner of the page.



King Middle School

Turnaround Plan (TAP)
Public Hearing
Thursday, June 19, 2025- 4:00pm

*we can
we will
we must*

WWW.BMTISD.COM

Hello I'm....

Dr. Charisma Popillion
Sr. Director of
Innovation



WWW.BMTISD.COM

*we can
we will
we must*

What is your School Improvement strategy?

School Closure: The last year the King Middle School Campus was in operation was the school year 2023 - 2024. The majority of the students were reassigned for the 2024 - 2025 school year to Smith Middle School, while the remaining students were reassigned to Pietzsch-MacArthur, Odom, Vincent, and Marshall Middle Schools.

To support students at their newly assigned campuses, please refer the Turnaround Plan of Support for Smith Middle School.



WWW.BMTISD.COM

*we can
we will
we must*

How does this strategy align with the cause of the campus's federal identification and/or state rating?

As a result of Green Dot not meeting their contractual obligations, and the middle school membership numbers declining, the district made the decision to close the campus and reassign students to alternative middle schools.



*we can
we will
we must*

WWW.BMTISD.COM

Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

The district will continue to monitor all middle schools as it relates to school improvement.



WWW.BMTISD.COM

*we can
we will
we must*

What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

Please see the reallocation of resources needed to implement the improvement strategy for Smith:



WWW.BMTISD.COM

*we can
we will
we must*

What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

Time:

Dedicated Time for Values Integration in PLCs/Staff Meetings:

- Mechanism: Within the already established PLC time, allocate 10-15 minutes regularly (e.g., bi-weekly) to recite the school's vision, mission, and review Capturing Kids Hearts values being lived out in classrooms.
- Purpose: To normalize conversations about school culture, shared expectations, and consistent application of values in teaching and behavior management (linking to ESF 5.1).



*we can
we will
we must*

WWW.BMTISD.COM

What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

Staffing:

- Designate a small team of teachers and administrators to be the custodians of the vision, mission, and values. This may involve reallocating a small portion of their existing committee duties. To ensure the vision, and mission statement is visible in all classrooms.
- Counselor/: Wellness Coordinator- a portion of the counselor's/ Wellness Coordinator time from reactive crisis intervention to proactively developing and delivering lessons on conflict resolution, social skills, and emotional regulation, aligned with safety and respect and to teach students the skills that build a positive and safe learning environment.
- Train paraprofessionals, cafeteria staff, and other support staff on the Capturing Kids Hearts values and how to consistently reinforce expectations with empathy for a safe learning environment.



*we can
we will
we must*

WWW.BMTISD.COM

What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

Funding:

Funding for Professional Development and Capacity Building

- Funding Source: Title 1 or General Funds
 - Upfront and Ongoing SEL, PLC, HQIM Training (Bluebonnet Math, Amira, IXL)
 - Leadership Coaching
 - College Field Trips to drive students toward college and career readiness and post secondary readiness.



*we can
we will
we must*

WWW.BMTISD.COM

Identify all curriculum programs that will be utilized during the 25-26 school year:

The campus is currently closed, and therefore will not be utilizing any curriculum programs. The district will monitor which curriculum program all middle schools will utilize.

*we can
we will
we must*



WWW.BMTISD.COM

Thank you.



Do you have any questions or ideas to share



Please scan the QR code to provide feedback.

*we can
we will
we must*

King Middle School School Improvement Turnaround Plan (TAP)

1. What is your School Improvement strategy?

School Closure: The last year the King Middle School Campus was in operation was the school year 2023 - 2024. The majority of the students were reassigned for the 2024 - 2025 school year to Smith Middle School, while the remaining students were reassigned to Pietzsch-MacArthur, Odom, Vincent, and Marshall Middle Schools.

To support students at their newly assigned campuses, please refer to the Turnaround Plan of Support for Smith Middle School.

- **Implementation of High-Quality Instructional Materials (HQIM):** Teachers will receive upfront and ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to target core gaps in basic math computation. StudySync will be utilized for RLA in grades sixth through eighth.
- **Tiered Interventions (MTSS):** Develop and implement a robust Multi-Tiered System of Supports (MTSS) that provides differentiated instruction and interventions:
 - **Universal Screening & Progress Monitoring:** Utilize IXL to collect data during the beginning of the year to identify those at risk. The campus will be universally screened at the progress with short-cycle and district assessments to ensure interventions are effective.
 - **Tier 1:** High-quality, engaging core instruction for all students. Ensure curriculum alignment with state standards.
 - **Tier 2:** Small-group interventions for students identified with moderate needs. This will include forty-five minutes per day in Math for students in grades six and seven. RLA interventions will be provided for (Sixth-Eighth) grade students daily, along with targeting skill-building and reteaching.
 - **Tier 3:** Intensive, individualized interventions for students with significant academic deficits. This will involve one-on-one tutoring and specialized educational plans, as well as embedded small-group instruction in Math and RLA.
 - Our latest diagnostic from April 2022 shows a prioritized focus area of Essential Action 5.1: Effective Classroom Routines and Instructional Strategies. Our implementation of an MTSS system of supports directly aligns with EA 5.1.
- **Data Analysis and Progress Monitoring: The goal is to uncover patterns, trends, and insights that can inform decision-making and lead to more effective educational practices.**
 - Regular Data Meetings: Establish a PLC schedule for Teachers and Administrators to regularly review student data (formative and summative assessments, attendance, behavior) to identify trends, evaluate the effectiveness of interventions, and adjust strategies as needed.

King Middle School School Improvement Turnaround Plan (TAP)

- Individual Student Growth Plans: Develop individualized academic growth plans for struggling students, setting clear goals and outlining specific support.
- Real-time Data: Utilize systems that provide real-time data to monitor student progress and allow for immediate adjustments to instruction.
- **Notification Requirements:**
Parents of the students attending King Middle School, as well as staff and the community, were provided timely and proper notice regarding the closure of the campus.
- **Student Transition Plan:**
A clear plan was developed to transition students to the other campuses, ensuring minimal disruption to their education.
- **Staff Reassignment or Support:**
The campus was currently operated by an 1882 Partner, Green Dot Public Schools. HR and the Office of Innovation provided support to current staff in securing employment with Beaumont ISD if they met the requirements for hire.
- **Facility Repurposing:**
The district developed a committee to repurpose the building, and it was approved by the board to serve as the new location of the Dr. Martin Luther King, Jr. Collegiate Academy beginning the 2025 - 2026 school year.
- **Compliance with Local Policies:**
All district-specific policies and state regulations regarding the closure process were followed.
- **Documentation and Reporting:**
Required documentation to TEA (Texas Education Agency) was submitted to demonstrate compliance.

2. How does this strategy align with the cause of the campus's federal identification and/or state rating?

As a result of Green Dot not meeting their contractual obligations and the middle school membership numbers declining, the district made the decision to close the campus and reassign students to alternative middle schools.

3. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy.

The district will continue to monitor all middle schools as it relates to school improvement.

**King Middle School
School Improvement Turnaround Plan (TAP)**

4. What reallocation of resources (time, funding, staffing, etc.) is needed to implement the Improvement strategy based on the campus's ESF diagnostic findings?

Please see the reallocation of resources needed to implement the improvement strategy for Smith:

Time:

Dedicated Time for Values Integration in PLCs/Staff Meetings:

- Mechanism: Within the already established PLC time, allocate 10-15 minutes regularly (e.g., bi-weekly) to recite the school's vision, mission, and review Capturing Kids Hearts values being lived out in classrooms.
- Purpose: To normalize conversations about school culture, shared expectations, and consistent application of values in teaching and behavior management (linking to ESF 5.1).

Staffing:

- Designate a small team of teachers and administrators to be the custodians of the vision, mission, and values. This may involve reallocating a small portion of their existing committee duties to ensure the vision and mission statement are visible in all classrooms.
- Counselor/Wellness Coordinator - Designate a portion of the counselor/Wellness Coordinator's time for proactively developing and delivering lessons on conflict resolution, social skills, and emotional regulation, aligned with safety and respect. Create a focus on teaching students the skills that build a positive and safe learning environment.
- Train paraprofessionals, cafeteria staff, and other support staff on the Capturing Kids Hearts values and how to consistently reinforce expectations with empathy for a safe learning environment.

Funding:

Funding for Professional Development and Capacity Building

- Funding Source: Title 1 or General Funds
 - Upront and Ongoing Social Emotional Learning, PLC, High Quality Instructional Material Training (Bluebonnet Math, Amira, IXL)
 - Leadership Coaching
 - College Field Trips are designed to drive students toward college and career readiness and post-secondary readiness.

**King Middle School
School Improvement Turnaround Plan (TAP)**

5. How will the budget be reallocated to meet the needs of the chosen strategy?

Please refer to Smith's Turnaround Plan.

6. How will staffing be reallocated to meet the needs of the chosen strategy?

Staffing was relocated to existing middle schools if they met the requirements of the job description and there was a vacancy in the applicant's desired position.

7. Identify all curriculum programs that will be utilized during the 25-26 school year:

The campus is currently closed, and therefore will not be utilizing any curriculum programs. The district will monitor which curriculum program all middle schools will utilize.

8. What was the date of the public notice that the campus must complete a Turnaround Plan?

- June 16, 2025

9. What was the date of the campus's Turnaround Plan public hearing?

- June 19, 2025

10. Describe how the campus solicited feedback during the development of the Turnaround Plan.

- The campus solicited feedback during the public hearing of the Turnaround Plan, live and via a survey.

11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.

[Survey Link](#)

12. What is the date that the Turnaround Plan was board-approved?

- *Pending Approval: Tuesday, June 24, 2025*

BEAUMONT UNITED HIGH SCHOOL

School Improvement Turnaround Plan





Beaumont United

Turnaround Plan (TAP)
Public Hearing
Thursday, June 19, 2025- 12:00pm

*we can
we will
we must*

WWW.BMTISD.COM

Hello I'm....

Tamera Long
Beaumont United
Principal



WWW.BMTISD.COM

*we can
we will
we must*

What is your School Improvement strategy?

- Partnership with Relay and Public Impact to build teacher capacity through observation and feedback.
- Content Coaches provide instruction and coaching
- Implementation of Coaching and Feedback Model
- Professional Development and Summer Bridge for Coaches and Department Leads.
- Student Leadership Development



*we can
we will
we must*

WWW.BMTISD.COM

How does this strategy align with the cause of the campus's federal identification and/or state rating?

The strategies align with the Essential Actions the campus selected to prioritize.

*we can
we will
we must*



WWW.BMTISD.COM

Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy?

- The campus team will set the expectations for the strategies and set quarterly and yearly milestones.
 - Monthly Professional Development for teachers and Coaches
 - Coaching and Feedback Cycles- Levels of Implementation
 - Check in
- The strategies will be monitored by analyzing benchmarks, student and teacher data, student attendance, and discipline records.

*we can
we will
we must*



WWW.BMTISD.COM

What reallocation of resources (time, funding, staffing, etc.) are needed to implement the School Improvement strategy based on the campus's ESF diagnostic findings?

- Staffing and funding will need to be reallocated.
- Time-Extra Duty

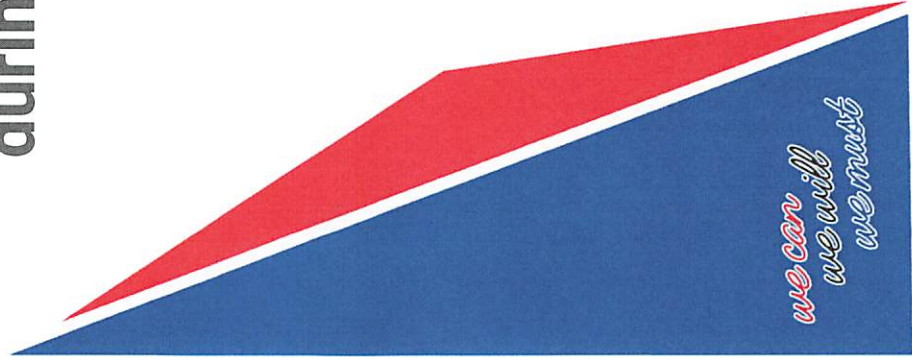
*we can
we will
we must*



WWW.BMTISD.COM

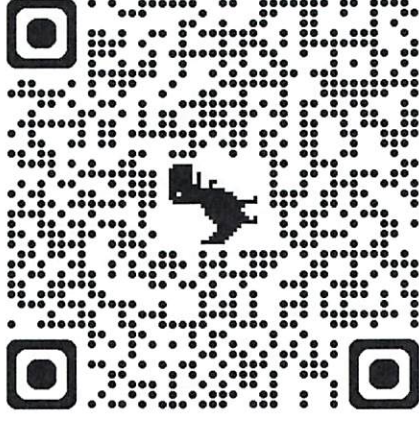
Identify all curriculum programs that will be utilized during the 25-26 school year:

- Math 9-12 Big Ideas
 - IXL-Benchmark
- RLA 9-12 HMM
 - Sirius-Remediation
 - IXL-Benchmark



Thank you.

Do you have any questions or ideas to
share



Please scan the QR code to provide feedback.

*we can
we will
we must*

**Beaumont United High School
School Improvement Turnaround Plan (TAP)**

1. What is your School Improvement strategy?
 - Partnership with consultants to build teacher capacity through observation and feedback
 - Content Coaches provide instruction and coaching
 - Implementation of Coaching and Feedback Model
 - Professional Development and Summer Bridge for Coaches and Department Leads
 - Student Leadership Development

2. How does this strategy align with the cause of the campus's federal identification and/or state rating?
 - The strategies align with the Essential Actions the campus selected to prioritize.
 - EA 3.1: Explicit school-wide behavioral expectations and culture routines
 - EA 5.1: Professional development for effective classroom instruction

3. Define the milestones and monitoring efforts that will be taken over the next two years to implement the selected School Improvement strategy fully.
 - The campus team will set the expectations for the strategies and set quarterly and yearly milestones.
 - The Milestones are:
 - Monthly Professional Development for teachers and Coaches
 - Coaching and Feedback Cycles- Levels of Implementation
 - Check - ins
 - The strategies will be monitored by analyzing benchmarks, student and teacher data, student attendance, and discipline records.

4. What reallocation of resources (time, funding, staffing, etc.) is needed to implement the Improvement strategy based on the campus's ESF diagnostic findings?
 - Staffing and funding will need to be reallocated.
 - Time - Extra Duty

5. How will the budget be reallocated to meet the needs of the chosen strategy?
 - Funds for PD and Summer Bridge will be used from the remaining ESF grant funds.
 - Content Coaches' stipends will be paid using funds from collapsed positions.

6. How will staffing be reallocated to meet the needs of the chosen strategy?
 - Coaching positions will be reallocated to teaching positions to keep highly qualified teachers in the classroom.

**Beaumont United High School
School Improvement Turnaround Plan (TAP)**

7. Identify all curriculum programs that will be utilized during the 25-26 school year:
- Math 9-12 Big Ideas
 - IXL-Benchmark
 - RLA 9-12-HMH
 - Sirius-Remediation
 - IXL-Benchmark
8. What was the date of the public notice that the campus must complete a Turnaround Plan?
- Monday, June 16, 2025
9. What was the date of the campus's Turnaround Plan public hearing?
- Thursday, June 19, 2025
10. Describe how the campus solicited feedback during the development of the Turnaround Plan.
- Various stakeholder sources of input
 - Campus Education Improvement Committee Meetings
 - Campus Staff Meetings
 - District and campus surveys
 - Curriculum and Parent Meetings
 - Goals Night
 - Notes from the public hearing
11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.
- [Survey Link](#)
12. What is the date that the Turnaround Plan was board-approved?
- *Pending Approval: Tuesday, June 24, 2025*

II.F. ACTION ITEMS

II.F.1. Action, if any, on items
discussed in closed session.

II.F.2. Approve Budget Amendments

Explanations of June Budget Amendments

General Fund GF-12

- Increase insurance recovery a total of \$5,728 for:
 - Transportation vehicle claims - \$4,134
 - Maintenance vehicle claims - \$1,594
- Increase budgets a total of \$5,728 for:
 - Transportation contracted maintenance & repairs - \$4,134
 - Maintenance contracted maintenance & repairs - \$1,594
- Transfer a total of \$1,625 from counselor employee travel & general supplies to school leadership employee travel for Principal conference reimbursement – Martin ES (128).
- Transfer \$3,500 from co-curricular membership dues to instructional leadership coordinator extra duty for after school tutorials – Beaumont United HS (014).
- Transfer a total of \$1,986 from co-curricular student & employee travel to instructional general supplies for CTE – Career & Technical Ed (807),
- Transfer \$4,305 from instructional CTSO stipends to instructional leadership supplies & part time employees – Career & Technical Ed (807).
- Transfer \$250,000 from maintenance & operations utilities to debt service for qualifying instructional subscriptions & licenses that are required by GASB 96 to be reclassified to function 71.

SR-35

- Fund 211 Title I Reallocate funds for Saxon Phonics purchase & reallocate funds for PK Conference.

SR-36

- Fund 211.ESF Title I,1003 ESF Focused Support, reallocate funds to covering Payroll cost alignments, at Vincent MS.

SR-37

- Fund 224 IDEA B FORMULA Reallocate funds to pay Professional Services Invoices

SR-38

- Fund 255 Title II Reallocate funds to correct budget for summer PD

SR-39

- Fund 263 Title III Reallocating funds for Summer AP Teacher Training, and NIMSI, and also Laying the Foundation (LTF) Training for Teachers in June.

SR-40

- Fund 289 Title IV Purchase of Summit k-12 TELPAS Program for Summer EB Students & Summer AP Training.

SR-41

- Fund 446 Deaf CO-OP Reallocate funds to pay remaining invoices for RDSPD The Texas Hearing Institute.

2024-25 BUDGET AMENDMENT NUMBER GF-12

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Revenues</u>			
199.00.5745.00.000.00.000	1,736,985	5,728	1,742,713
Total Revenues		5,728	
<u>Expenditures</u>			
199.34.6249.61.920.99.000	238,116	4,134	242,250
199.51.6249.80.819.99.600	74,000	1,594	75,594
199.31.6411.04.128.30.000	1,000	(1,000)	-
199.31.6399.04.128.30.000	1,500	(625)	875
199.23.6411.01.128.99.000	1,435	1,625	3,060
199.36.6495.01.014.99.308	4,250	(3,500)	750
199.21.6117.04.014.30.301	9,350	3,500	12,850
199.36.641X.52.807.22.000	38,228	(1,986)	36,242
199.11.6399.52.807.22.000	50,274	1,986	52,260
199.11.6118.52.807.22.000	43,111	(4,205)	38,906
199.21.6125.52.807.22.000	26,209	1,205	27,414
199.21.6399.52.807.22.000	17,761	3,000	20,761
199.51.625X.81.999.99.000	14,425,000	(250,000)	14,175,000
199.71.65X.XX.999.99.000	1,114,965	250,000	1,364,965
Total Expenditures		5,728	
Net Change in the General Fund Budget		<u><u>-</u></u>	
<hr/> <hr/>			
Total Revenues/Other Sources	188,947,084	-	188,947,084
Total Expenditures	<u>193,052,640</u>	<u>-</u>	<u>193,052,640</u>
2024-2025 Adjusted	(4,105,556)	-	(4,105,556)

2024-25 BUDGET AMENDMENT NUMBER SR-35

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instruction</u>			
211.11.6399.00.830.24.000	133,165	(28,487)	104,678
211.11.6399.00.830.30.000	18,295	98,982	117,277
211.11.6329.00.830.24.000	529,550	(46,256)	483,294
211.11.6117.00.830.30.000	35,420	(12,636)	22,784
<u>Curriculum Development</u>			
211.13.6411.00.830.32.350	16,766	10,478	27,244
<u>Instructional Leadership</u>			
211.21.6117.00.830.24.240	11,400	(5,800)	5,600
211.21.6411.00.830.30.000	17,000	(10,270)	6,730
211.21.6399.00.830.24.000	4,000	(3,308)	692
211.21.6411.00.830.32.350	3,206	2,158	5,364
<u>Community Services</u>			
211.61.6399.00.830.30.290	4,861	(4,861)	-
Net Change Title I		<u>-</u>	
<hr/> <hr/>			
Total Revenues/Other Sources	8,735,935	-	8,735,935
Total Expenditures	<u>8,735,935</u>	<u>-</u>	<u>8,735,935</u>
2024-2025 Adjusted	-	-	-

2024-25 BUDGET AMENDMENT NUMBER SR-36

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instruction</u>			
211.11.6117.00.048.30.ESF	9,098	5,550	14,648
211.11.6121.00.048.30.ESF	2,000	1,520	3,520
211.11.6141.00.048.30.ESF	160	103	263
211.11.6143.00.048.30.ESF	45	30	75
211.11.6146.00.048.30.ESF	1,300	806	2,106
<u>Curriculum Development</u>			
211.13.6117.00.717.99.ESF	14,430	(7,070)	7,360
211.13.6141.00.717.99.ESF	210	(103)	107
211.13.6143.00.717.99.ESF	210	(104)	106
211.13.6146.00.717.99.ESF	1,494	(732)	762
Net Change Title I Part - 1003 focus Support Grant		<u><u>-</u></u>	
<hr/> <hr/>			
Total Revenues/Other Sources	690,786	-	690,786
Total Expenditures	<u>690,786</u>	<u>-</u>	<u>690,786</u>
2024-2025 Adjusted	-	-	-

2024-25 BUDGET AMENDMENT NUMBER SR-37

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instruction</u>			
224.11.6219.00.814.23.000	1,634,000	40,000	1,674,000
<u>Guidance & Counseling Service</u>			
224.31.6219.00.814.23.000	45,000	(40,000)	5,000
Net Change IDEA B FORMULA		<u><u>-</u></u>	
<hr/> <hr/>			
Total Revenues/Other Sources	4,439,626	-	4,439,626
Total Expenditures	<u>4,439,626</u>	<u>-</u>	<u>4,439,626</u>
2024-2025 Adjusted	-	-	-

2024-25 BUDGET AMENDMENT NUMBER SR-38

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Curriculum Dev & Instruction</u>			
255.13.6299.00.854.24.000	334,294	41,000	375,294
<u>Instructional Leadership</u>			
255.21.6119.00.801.99.000	110,090	(41,000)	69,090
Net Change Title II Part A		<u><u>-</u></u>	
<hr/> <hr/>			
Total Revenues/Other Sources	1,001,602	-	1,001,602
Total Expenditures	<u>1,001,602</u>	<u>-</u>	<u>1,001,602</u>
2024-2025 Adjusted	-	-	-

2024-25 BUDGET AMENDMENT NUMBER SR-39

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instruction</u>			
263.11.6399.00.809.25.000	92,906	9,409	102,315
<u>Community Services</u>			
263.61.6121.00.809.25.000	1,240	(4,598)	(3,358)
263.61.6117.00.809.25.000	4,811	(4,811)	-
Net Change Title III		<u>-</u>	
<hr/>			
Total Revenues/Other Sources	235,193	-	235,193
Total Expenditures	<u>235,193</u>	<u>-</u>	<u>235,193</u>
2024-2025 Adjusted	-	-	-

2024-25 BUDGET AMENDMENT NUMBER SR-40

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Curriculum Dev & Instruction</u>			
289.13.6411.00.856.24.000	22,600	5,000	27,600
289.13.6117.00.856.24.000	-	22,000	22,000
289.13.6141.00.856.24.000	-	319	319
289.13.6143.00.856.24.000	-	307	307
289.13.6146.00.856.24.000	-	2,278	2,278
289.13.6411.00.856.30.000	22,600	1,300	23,900
<u>Instructional Leadership</u>			
289.21.6119.00.856.30.000	44,608	(24,904)	19,704
289.21.6146.00.856.30.000		(1,300)	
<u>Cocurricular/ Extracurricular</u>			
289.36.6412.00.856.24.000	5,000	(5,000)	-
Net Change Title IV		<u><u>-</u></u>	
<hr/>			
Total Revenues/Other Sources	618,963	-	618,963
Total Expenditures	<u>618,963</u>	<u>-</u>	<u>618,963</u>
2024-2025 Adjusted	-	-	-

2024-25 BUDGET AMENDMENT NUMBER SR-41

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instruction</u>			
446.11.6399.00.838.23.000	13,720	(520)	13,200
<u>Guidance & Counseling</u>			
446.31.6219.00.838.23.000	8,169	520	8,689
Net Change DEAF CO-OP		<u><u>-</u></u>	
<hr/>			
Total Revenues/Other Sources	1,612,775	-	1,612,775
Total Expenditures	<u>1,612,775</u>	<u>-</u>	<u>1,612,775</u>
2024-2025 Adjusted	-	-	-

II.F.3. Approve Purchases of \$50K or
More



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.F.3.**

Agenda Item Title: Approve Purchases over \$50,000.

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s): Jenny Angelo, Allen DeVault, Richelle Brooks, Donna Prudhomme

Executive Summary: The attached list reflects the purchases over \$50,000.

Recommendation: Approve purchases in the amounts shown on the attached list.

Budget Impact* (if applicable): General Fund: \$490,995.51
IMA Funds: \$234,243.75
Federal Funds: \$274,102.67
State Grant Funds: \$355,000.00

Funding Source (if applicable): General Fund, IMA Funds, Federal Funds, State Grant Funds

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

Policy Reference (if applicable, list policy/regulation): CH (LEGAL); 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

Manning's Office Solutions	Administration	Classroom furniture for Homer Elementary.	Region 5 20241009	\$106,064.20
Manning's Office Solutions	Administration	Teacher desks for Marshall and Odom Middle Schools.	Region 5 20241009	\$57,603.00
Flippen Group	Curriculum & Instruction	Capturing Kids Hearts training program that focuses on building positive relationships between educators and students to create a connected learning environment.	Allied States 24-7491	\$84,500.00
Republic Services	Maintenance & Operations	Waste disposal services. (FY 25-26)	Region 5 20240404	\$242,828.31
Total				\$490,995.51

IMA Funds

Studies Weekly	Curriculum & Instruction	Social Studies curriculum for grades 2-5 to cover remaining five gap years until new adoption. (FY 25-26)	EPIC 6 13.24	\$234,243.75
Total				\$234,243.75

Federal Funds

Enome, Inc.	Special Services	Renewal of Goalbook Toolkit. Instructional support to help guide educators working with specialized student populations. (FY 25-26)	CTPA 2010-700-241 Belton ISD	\$85,680.00
Pocket Nurse	Career & Technical	Simulation-based healthcare training equipment for CTE health science programs.	Goodbuy 25-26 1A100	\$75,878.91 (\$73,402.26 Federal Funds) (\$2,476.65 General Fund)
Heinemann Publishing	Curriculum & Instruction	Continuation of foundational phonics program for K-2.	BuyBoard 748-24	\$112,543.76
Total				\$274,102.67

State Grant Funds

Great Minds	Curriculum & Instruction	Approved provider for Strong Foundations support for K-5 Bluebonnet math implementation.	CTPA 22-023 Spring ISD	\$255,000.00
Carnegie Learning	Curriculum & Instruction	Approved provider for Strong Foundations support for 6-8 secondary Bluebonnet math implementation.	Allied States 24-7474	\$100,000.00
Total				\$355,000.00

Quote

Manning's Office Solutions, LLC
 1510 N 7th Street
 Beaumont, TX 77703-5020
 Phone: 409-899-1122
 Fax: 409-833-8054

Quote QT-10173264
Terms: Net 30
Customer: 690001
PO Number:

Manning's
 solutions for business

Ship To: Homer Drive Elementary

Beaumont I.S.D.
 8950 Homer Dr.
 Beaumont, TX 77708
 Attn: Kristin Gentry

Sold To:

Beaumont I.S.D.
 P.O. BOX 672
 Beaumont, TX 77704

Special Instructions: Quoted by Jody Swango

jodys@manningsupply.com
 409-679-0305

Quote is good for 30 days unless
 prices change before that due to tariffs
 Region 5 ESC-Southeast Texas Purchasing Coop
 Contract: Furniture: Office, Library & Instructional #20241009
 All furniture is non-returnable except
 in the case of manufacturer defect

Salesperson	Quote Date	Quote Entry	Ordered By
MAN0005: Jody Swango	05/28/2025	MAN Tyler Thomas	
Route Code			
OD-MAN SHPTODLR			

Product Number	Qty	Description	Unit	Price	Extension
D-RD-2026-PC-HP	540	Alumni Honor Roll Round Legs Closed Box Desk 20"x26" Rectangular Hard Plastic Top - Color to be Advised Powder Coat Painted Frame & Book Box - Color to be Advised Fully Assembled-Leg Adjustment Required	EA	124.61	67,289.40
C-EXP-4LEG16-CH-SC	264	Alumni Explorer 4-Leg Stacking Chair Senior Shell - Color to be Advised Chrome Frame Fixed Seat 16" Height Fully Assembled	EA	52.49	13,857.36
C-EXP-4LEG18-CH-SC	276	Alumni Explorer 4-Leg Stacking Chair Senior Shell - Color to be Advised Chrome Frame Fixed Seat 18" Height Fully Assembled	EA	52.69	14,542.44
FREIGHT	1	Manufacturer Freight	EA	2,875.00	2,875.00
INSTALLATION	1	Receive, Assemble & Deliver	EA	7,500.00	7,500.00

Thank you for the opportunity to provide a quote! Please let us know if we can be of further assistance. Customer Service

Subtotal: \$106064.20
Total Sales Tax: \$0.00
Total: \$106064.20

Quote

Manning's Office Solutions, LLC
 1510 N 7th Street
 Beaumont, TX 77703-5020
 Phone: 409-899-1122
 Fax: 409-833-8054

Quote QT-10173215
Terms: Net 30
Customer: 690001
PO Number:

Manning's
 solutions for business

Ship To: Administration Bldg

Beaumont I.S.D.
 3395 Harrison Ave.
 Beaumont, TX 77706
 Attn: Kristin Gentry

Sold To:

Beaumont I.S.D.
 P.O. BOX 672
 Beaumont, TX 77704

Special Instructions: Quoted by Jody Swango

jodys@manningsupply.com
 409-679-0305

Quote is good for 30 days unless

prices change before that due to tariffs

Region 5 ESC-Southeast Texas Purchasing Coop

Contract: Furniture: Office, Library & Instructional #20241009

All furniture is non-returnable except
 in the case of manufacturer defect

Salesperson

MAN0005: Jody Swango

Quote Date

05/27/2025

Quote Entry

MAN Tyler Thomas

Ordered By**Route Code**

OD-MAN SHPTODLR

Product

Product Number	Qty	Description	Unit	Price	Extension
91785-7998-BK	91	Avid - Right Hand Instructor Desk - 7998 Low Line Top Surface and Black Edgeband	EA	633.00	57,603.00

Message: 51 - Odom Middle School : 40 - Vincent Middle School

Thank you for the opportunity to provide a quote! Please let us know if we can be of further assistance. Customer Service

Subtotal: \$57603.00
Total Sales Tax: \$0.00
Total: \$57603.00



Capturing Kids' Hearts®

Powered by Flippen Group



CAPTURING KIDS' HEARTS



**SERVICE
AGREEMENT**

CAPTURE *Hearts*. IMPACT *Culture*. SEE *Change*.

Created by:

Trey Barfield
Capturing Kids' Hearts

Prepared for:

Dr. Shannon Allen
Beaumont Independent School District

Date: June 3, 2025

SERVICE AGREEMENT



Section 2: Products and Services

Leadership Solutions	Proposed Timeline	Quantity	Solutions Price	Travel	Solutions Subtotal
Capturing Kids' Hearts® District By Design Onboarding Call 1:1 onboarding call for the superintendent and their district strategist	Summer 2025	1	\$0.00	\$0.00	\$0.00
Capturing Kids' Hearts® 1 Training Two consecutive-day training sessions for up to 50 participants Includes: <ul style="list-style-type: none">• Access to the course training manual• Limited collection of foundational videos and resources on CKH.org	August 6-7, 2025	1	\$23,500.00	\$2,000.00	\$25,500.00

SERVICE AGREEMENT



<p>Capturing Kids' Hearts® Process Champions Training</p> <p>A two consecutive-day package Includes:</p> <ul style="list-style-type: none"> • One-day instructional session for up to 30 participants • One day customized to fit your needs (either an additional one-day instructional session for a separate group or a one-day Campus Traction Visit). <p>*Prerequisite: Capturing Kids' Hearts® 1 Training, with at least 80% Capturing Kids' Hearts® implementation on campus.</p>	Fall 2025	1	\$16,000.00	\$2,000.00	\$18,000.00
<p>Campus Traction Visit</p> <p>One, 2 consecutive-day campus visit involving group and one-on-one sessions with campus administrators and/or Process Champions Team.</p>	Fall 2025	2	\$3,250.00	\$2,000.00	\$8,500.00
<p>CKH Campus Premium</p> <p>A campus-specific subscription that provides comprehensive ongoing support to leaders and staff who have completed Capturing Kids' Hearts® 1 Training</p>	2025-2026 School Year	5	\$4,500.00	\$0.00	\$22,500.00

SERVICE AGREEMENT



<p>CKH District Premium (Lrg) Equips a district leadership team with the support to implement the Capturing Kids' Hearts® Process with great fidelity across the district</p> <p>Includes access to a strategist, district-wide reporting, recurring leadership team huddles, one-day district traction visit, and great resources to support implementation</p>	<p>2025-2026 School Year</p>	<p>1</p>	<p>\$10,000.00</p>	<p>\$0.00</p>	<p>\$10,000.00</p>
--	-------------------------------------	-----------------	---------------------------	----------------------	---------------------------

Grand Total \$84,500.00

Service Location and Frequency

Chg's

ACCOUNT	SITE	Grp	SCHOOL	LOCATION	City	Service change effective date	QTY	Size	PU per week	Service Days	2024-2025 Rates (2.40 py)	NOTES	Est Monthly Total (4.33 weeks)	Est Yearly Total (mthly x 12)
2981161	1	2	BEAUMONT ISD ADMIN ANNEX	4315 CONCORD RD	BEAUMONT	7/1/2025	1	8	3	M/W/F	\$21.01	Slant Top	\$272.92	\$3,275.04
2981161	2	1	AMELIA ELEMENTARY SCHOOL	565 S MAJOR DR	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	3	1	BEAUMONT ISD ADMIN	3395 HARRISON AVE	BEAUMONT	7/1/2025	1	8	3	M/W/F	\$21.01	Slant Top	\$272.92	\$3,275.04
2981161	4	1	BEAUMONT ISD MAINTENANCE	1650 CALDWELL AVE	BEAUMONT	7/1/2025	1	8	1	TH	\$21.01	Slant Top	\$90.97	\$1,091.68
2981161	5	1	BINGHAM HEADSTART	5265 KENNETH AVE	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	6	2	BLANCHETTE ELEMENTARY	2550 SARAH ST	BEAUMONT	7/1/2025	1	6	5	M-F	\$15.75	Slant Top	\$340.99	\$4,091.85
2981161	6	3	BLANCHETTE ELEMENTARY	2550 SARAH ST	BEAUMONT	7/1/2025	1	6	5	M-F	\$15.75	Slant Top	\$340.99	\$4,091.85
2981161	7	1	CALDWOOD ELEMENTARY	102 BERKSHIRE LN	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	8	3	PAUL BROWN ALTERNATIVE LEARN	88 JAGUAR DR	BEAUMONT	7/1/2025	1	8	1	TH	\$21.01	Slant Top	\$90.97	\$1,091.68
2981161	9	1	CHARLTON POLLARD ELEMENTARY	825 JACKSON ST	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	10	1	CURTIS ELEMENTARY	6225 N CIRCUIT DR	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	11	1	DISHMAN ELEMENTARY	3475 CHAMPIONS DR	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	12	1	FEHL PRICE ELEMENTARY	3350 BLANCHETTE ST	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	13	1	FLETCHER ELEMENTARY	1055 AVENUE F	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	14	2	GUESS ELEMENTARY	8055 VOTH RD	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	15	1	HICKMAN AG BUILDING	6150 N KEITH RD	BEAUMONT	7/1/2025	1	4	1	T	\$10.50	Slant Top	\$45.47	\$545.58
2981161	16	1	HOMER ELEMENTARY	8950 HOMER DR	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	17		JONES CLARK ELEMENTARY	3525 CLEVELAND ST	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	18		KING MIDDLE SCHOOL	1400 AVENUE A	BEAUMONT	7/1/2025	1	4	1		\$10.50	Slant Top	\$45.47	\$545.58
2981161	19		LUCAS PRESCHOOL CTR	1750 E LUCAS DR	BEAUMONT	7/1/2025	1	4	1	TH	\$10.50	Slant Top	\$45.47	\$545.58
2981161	20		MARSHALL MIDDLE SCHOOL	6455 GLADYS AVE	BEAUMONT	7/1/2025	2	8	5	M-F	\$21.01	Slant Top	\$909.73	\$10,916.80
2981161	21		MARTIN ELEMENTARY SCHOOL	3500 PINE ST	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	22		ODOM ACADEMY MIDDLE SCHOOL	2550 W VIRGINIA ST	BEAUMONT	7/1/2025	1	8	5	M-F	\$21.01	Slant Top	\$454.87	\$5,458.40
2981161	22		ODOM ACADEMY MIDDLE SCHOOL	2550 W VIRGINIA ST	BEAUMONT	7/1/2025	1	8	5	M-F	\$21.01	Slant Top	\$454.87	\$5,458.40
2981161	23		BEAUMONT UNITED HIGH SCHOOL	3443 FANNETT RD	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	23		BEAUMONT UNITED HIGH SCHOOL	3443 FANNETT RD	BEAUMONT	7/1/2025	3	8	5	M-F	\$21.01	Slant Top	\$1,364.60	\$16,375.19
2981161	24		PATHWAYS LEARNING CENTER	2300 VICTORIA ST	BEAUMONT	7/1/2025	1	8	3	TH	\$21.01	Slant Top	\$272.92	\$3,275.04
2981161	25		AUSTIN INNOVATIONS CENTER	3410 AUSTIN ST	BEAUMONT	7/1/2025	1	6	5	M-F	\$15.75	Slant Top	\$340.99	\$4,091.85
2981161	26		PIETZSCH MACARTHUR	4301 HIGHLAND AVE	BEAUMONT	7/1/2025	1	8	5	M-F	\$21.01	Slant Top	\$454.87	\$5,458.40
2981161	26		PIETZSCH MACARTHUR	4301 HIGHLAND AVE	BEAUMONT	7/1/2025	1	8	5	M-F	\$21.01	Slant Top	\$454.87	\$5,458.40
2981161	27		REGINA HOWELL ELEMENTARY	5850 REGINA LN	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	28		SMITH MIDDLE SCHOOL	4415 CONCORD RD	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	29	3	SOUTH PARK MIDDLE SCHOOL	4500 HIGHLAND AVE	BEAUMONT	7/1/2025	2	6	5	M-F	\$15.75	Slant Top	\$681.98	\$8,183.70
2981161	30		TAYLOR CAREER CENTER	2330 NORTH ST	BEAUMONT	7/1/2025	1	8	1	THUR	\$21.01	Slant Top	\$90.97	\$1,091.68
2981161	31	2	THOMAS CENTER	5250 BAYOU VILLA DR	BEAUMONT	7/1/2025	1	4	1	M	\$10.50	Slant Top	\$45.47	\$545.58
2981161	31	1	THOMAS CENTER	5250 BAYOU VILLA DR	BEAUMONT	7/1/2025	7	4	OC		\$10.50	Slant Top	On Call	On Call
2981161	32	1	TRANSPORTATION-MILAM	3385 MILAM ST	BEAUMONT	7/1/2025	1	6	1	W	\$15.75	Slant Top	\$68.20	\$818.37
2981161	34	2	VINCENT MIDDLE SCHOOL	350 ELDRIDGE DR	BEAUMONT	7/1/2025	2	8	5	M-F	\$21.01	Slant Top	\$909.73	\$10,916.80
2981161	35	2	WESTBROOK HIGH SCHOOL	8750 PHELAN BLVD	BEAUMONT	7/1/2025	4	8	5	M-F	\$21.01	Slant Top	\$1,819.47	\$21,833.59
2981161	36	1	BEAUMONT ISD POLICE DEPT	9275 MANION DR	BEAUMONT	7/1/2025	1	6	1	M	\$15.75	Slant Top	\$68.20	\$818.37
2981161	42	1	BISD Maintenance - Cottonwood	1950 Cottonwood	BEAUMONT	7/1/2025	1	6	1	THUR	\$15.75	Slant Top	\$68.20	\$818.37

20,235.69 242,828.31

Extra Lift Chg

8yd \$ 21.01
6yd \$ 15.75
4yd \$ 10.50



QUOTE #107236

Quote Issued: 05/06/2025
Expiration: 08/06/2025
Begin School Year: 2025-2026
End School Year: 2029-2030
Referral: Sales Rep
School Start Date: 08/12

REQUESTER

BRANDI PHILLIPS
BEAUMONT IND SCHOOL DISTRICT
3395 HARRISON AVE
BEAUMONT, TX 77706
bbutaud@bmtisd.com
(409)617-5000

CONTACT US

1140 N 1430 W Orem, UT 84057
Phone: 866-311-8734 | Fax: 866-531-5589
Email: orders@studiesweekly.com

REGIONAL MANAGER

Joy Schaerrer
joy.schaerrer@studiesweekly.com

ACCOUNT MANAGER

Dennise Thompson
dennise.thompson@studiesweekly.com
801-347-0412

TERMS AND CONDITIONS

Please visit
http://www.studiesweekly.com/legal/ to
learn more about our legal terms.

REQUIRED FOR SHIPPING

All fields required. Orders require a purchase order before shipping. Orders begin shipping in April for the next school year. Orders default to partial shipping in mid-August unless specified otherwise. Someone must be present to sign for delivery.

Billing Name, Phone, Email (Billing contact if different than listed)

Billing PO #

Shipping Name, Phone, Email

Shipping Address (if different from listed)

School Start Date Receive By Date

REQUIRED: When are you NOT available to receive the materials?

No shipping restrictions Exclusion Dates for receiving

REQUIRED: Would you like to receive your materials as they become available or would you like us to hold your order until all can be shipped together?

Partial Ship Whole Ship

Signature Date

To cancel an order, contact Customer Service BEFORE your order is shipped. Returns and refunds must be in original, unused condition and returned within 30 days. The customer pays return shipping and a \$10 restocking fee per classroom box.

District Purchasing Agents:

As you plan your curriculum shipments, please be aware of the following changes to the Studies Weekly shipping policies.

Studies Weekly will not supply freight orders sorted by school or ship district freight orders directly to schools after July 15. If you require your orders sorted or sent directly to each school, you must order by June 30 and receive them by July 15.

Orders made after July 15 will be shipped to a single district address.

Thank you for partnering with us to educate Texas students.

By signing this quote, you agree to all terms and conditions at http://studiesweekly.com/legal

Please submit this quote with your purchase order.

Occasionally, due to weather or other unforeseen circumstances, delivery may take longer than expected. However, you will have online access to your curriculum before that, depending on the time of year and if you roster your students.

Beaumont Ind School District

3395 Harrison Ave
Beaumont, TX 77706

Table with 7 columns: Grade, SKU, Title, Class, Unit Price, Qty, Cost. Rows include Social Studies items 2 through 5, and a Total row.

Sub Total: \$234,243.75
Tax: \$0.00
Shipping: \$0.00

Total: \$234,243.75

Thank you.

for your interest in Studies Weekly. If you are ready to purchase, please provide the information above and submit your order.



Enome, Inc. (Goalbook)
P.O. Box 1289
San Mateo, CA 94401
-
Phone: 1-855-207-5443
Fax: (650) 284-0432
FEIN: 45-2540420

QUOTE 2400119-0
Beaumont ISD (TX)

01 Jul 2025
Due 31 Jul 2025 (NET 30)

Qty	Unit	Description	Price	Total
1.0	Product	Full District Membership - Goalbook Toolkit access for up to 160 users, including all Goalbook Services	\$ 85,680.00	\$ 85,680.00
Total Due:				\$85,680.00

Quote Notes

Goalbook Toolkit Full District Membership - Goalbook Toolkit access for up to 160 users in Beaumont ISD (TX), active until June 30, 2026.

Goalbook services include:

- 1 day of remote or onsite professional development led by Goalbook
- 1 mid-year remote or onsite consultation/PD for a comprehensive review and to ensure implementation goals are met
- Dedicated Goalbook Success team member to work in partnership with district and school implementation leads throughout the year
- Access to ongoing webinars that feature a variety of content areas to build teacher capacity for improving instructional practice
- Analytics services for leadership upon request
- Dedicated Goalbook help desk and technical support

If a Purchase Order is generated, you can email it to support@goalbookapp.com or fax to (650) 284-0432, and we will add the PO # to the invoice.

This order form is entered into and effective as of the form date set forth above by and between Enome, Inc. and the Client identified above. This order form incorporates the Goalbook Terms and Conditions (goalbookapp.com/terms) (collectively the "Agreement"). All fees are non-cancellable and non-refundable. By paying the fees above, you signify that you have read, understood, and agree to be bound by the Agreement, and that you have the authority to bind your organization to the Agreement.



Pocket Nurse®

Simulation & Education Supplies

610 Frankfort Rd. Monaca, PA 15061

Bill to: Beaumont ISD
3395 Harrison Ave
BEAUMONT, TX 77706

Phone: (409) 617-5000 Fax: (409) 617-5175
Ship to: Career and Technical Educ Center
2330 NORTH ST
25004762
BEAUMONT, TX 77702-1723

Phone: (409) 617-5217 Fax: (409) 617-5175
Attn: Kenyatta Watts

Quote

Quote Number : 1450508-0

Customer# : 025127

Quote Date : 06/02/2025

Expire Date : 08/01/2025

Quoted To : S. Donald

Entered By : Cindy Dunkerley

Terms : NET 30

Shipping Method : Ground

Ship Acct# :

Send Purchase Order To:

Acct Mgr: REGION 2

Email: cs@pocketnurse.com

Phone: 1-800-225-1600

Customer/Order Instructions

PLEASE NOTE - VENDOR DIRECT ITEM: This item is a special order item that we will requisition from our vendor to ship directly to you. (Drop Ship Item) Once the order is placed, we are unable to modify or cancel the order. Lead time for these items may vary. For more information, please reach out to cs@pocketnurse.com for a lead time.

Returns are subject to our published Terms and Conditions policy in our catalog publications or can be found online at https://www.pocketnurse.com/terms_and_conditions_domestic

LIFT-GATE DELIVERY - Stretchers will be shipped directly to your receiving area/dock. Stretchers will be left at your receiving area and no inside delivery or installation will be provided.

Line	Qty	U/M	Item #	Description	Price	Per	Extension
0001	1	EA	04-76-6082-REFURB	Cot Ambulance Refurbished 500LB Stryker MX Pro	5,965.00	EA	5,965.00

Item Notes

The MX-PRO weighs only 84 lbs, yet delivers a 500 lb load capacity. This cot is compact, easily maneuverable, and features eight height positions.

Pneumatic Backrest: The advanced one-hand pneumatic backrest is a rugged innovation that reduces manual lifting, ensuring superior operator control. The MX-PRO's standard one-hand release assists the operator with lifting the back of a patient to any position, thus ensuring maximum patient comfort.

Easy-to-Use Release Handle: The easy-to-use release handle requires low force operation and short grip distance, making this cot appropriate for smaller operators.

Fold Down Side Rails: Fold down side rails are a rugged innovation that require no additional lateral space, providing full operation in confined areas for user convenience. Their low-force operation provides security in the up position and unimpeded access to the litter in the down position.

Break-Away Head Section: The one-hand break-away head section offers shortest-in-class dimension when folded, maximizing maneuverability in tight areas.

Continued on next page....





Pocket Nurse®

Simulation & Education Supplies

610 Frankfort Rd. Monaca, PA 15061

Quote

Quote Number : 1450508-0

Customer# : 025127

Quote Date : 06/02/2025

Expire Date : 08/01/2025

Line	Qty	U/M	Item #	Description	Price	Per	Extension
				<p>Floor Mounted Safety Hook: The distinctive floor mounted safety hook design significantly reduces the risk of cot drop incidents and potential operator or patient injury during the loading and unloading process.</p> <p>Lift Capable Safety Bar: The lift capable safety bar delivers handling confidence through smart design and rock-solid construction. Dual lift points easily support a full load and accommodate operators of all heights.</p> <p>Larger Patient Surface: Stryker's standard larger patient surface easily accommodates a greater range of patient sizes, ensures optimal safety, and maximizes space between patient and provider alike.</p> <p>Automatic In-Fastener Shutoff: The innovative shutoff function automatically disables the cot when locked in the cot fastener system for exceptional, dependable safety.</p> <p>BackSmart Design: The revolutionary BackSmart design integrates innovative ergonomic features such as hydraulic lift, one-hand pneumatic backrest, and low-roll force over-sized wheels into our EMS equipment to minimize strenuous manual lifting and significantly reduce the risk of back and other related injuries.</p> <p>Oversized Wheels: Heavy-duty oversize rear wheels require less roll force, providing safe, secure transport in challenging emergency situations for patient and provider alike.</p> <p>Patented X-Frame Construction: Patented X-frame design defines proven performance and maximizes efficient operation for enhanced provider safety, patient comfort, and long term durability.</p> <p>Powder-Coated Frame: Tough, highly visible yellow powder coating provides an extra margin of safety and also withstands repeated power washings for decontamination. The finish eliminates oxidation.</p> <p>Cot Fastener Compatibility: The MX-PRO Ambulance Cot fastening system is compatible with every cot ensuring superior reliability and simplifying ambulance</p> <p>Height:</p> <p>Position 1: 12" (30.5 cm)</p> <p>Position 2: 19.5" (49.5 cm)</p> <p>Position 3: 23.5" (59.7 cm)</p> <p>Position 4: 26.5" (67.3 cm)</p> <p>Position 5: 29.5" (74.9 cm)</p> <p>Position 6: 32" (81.3 cm)</p> <p>Position 7: 34.5" (87.6 cm)</p> <p>Position 8: 37" (94 cm)</p> <p>Length:</p> <p>Standard: 80" (203.2 cm)</p> <p>Minimum: 62" (158 cm)</p> <p>Width: 23" (58 cm)</p> <p>Weight (weighed without mattress and restraints): 84 lbs (38.1 kg)</p> <p>Wheels:</p> <p>Diameter: 6" (15 cm)</p> <p>Width: 2" (5 cm)</p> <p>Articulation:</p> <p>Backrest: 0 - 75 degrees</p> <p>Shock Position: + 14 degrees</p>			

Continued on next page....





Pocket Nurse®

Simulation & Education Supplies

610 Frankfort Rd. Monaca, PA 15061

Quote

Quote Number : 1450508-0

Customer# : 025127

Quote Date : 06/02/2025

Expire Date : 08/01/2025

Line	Qty	U/M	Item #	Description	Price	Per	Extension
<p>Maximum Weight Capacity: 500 lbs (226.8 kg) Minimum Operators Required for Loading/Unloading: 2 Recommended Fastener System: Floor Mount: Model 6370 Wall Mount: Model 6371 Recommended Loading Height: Up to 33" (83.8 cm) Shipping Weight: 113 lbs.</p>							
0002	1	EA	04-34-3246	SimDispense Rx AIO Bundle	13,179.00	EA	13,179.00
Item Notes							
<p>The SimDispenseRx Desktop Dispensing Medication Bundle is a compact, portable desktop system that replicates the use of either a bedside administration cart or a medication dispensing cabinet.</p> <p>The student can practice routine tasks using SimEMR®, which is an interactive, web-based, simulated electronic medical record solution that enables the student to learn electronic charting as is commonly used in many hospitals.</p> <p>A wristband printer and barcode printer for practice are also included.</p> <p>Features:</p> <p>Mobile desktop dispensing unit with power supply (7) Electronic, independently operated medication drawers via MedsManager or keypad All-in-one workstation with keyboard and mouse 24" Screen Peripheral package included: Wristband printer Barcode printer Wired barcode scanner (wireless scanner is optional) SimEMR® (cloud-based EMR) (1) Instructor license, (1) student license* Unlimited 3-year per campus site license MedsManager with sample formulary 1-Hour online training Standard KbPort parts warranty (2-year) Dimensions: 18" H x 16" W x 12.25" D Weight: 31.5 lb.</p> <p>* The student license is based on group tasks where a shared license is used to perform various lab exercises. This does not allow for individual user data tracking or the use of Virtual MedsManager. For individual user tracking and</p>							

Continued on next page....





Pocket Nurse®

Simulation & Education Supplies

610 Frankfort Rd. Monaca, PA 15061

Quote

Quote Number : 1450508-0

Customer# : 025127

Quote Date : 06/02/2025

Expire Date : 08/01/2025

Line	Qty	U/M	Item #	Description	Price	Per	Extension
Virtual MedsManager an individual license will need to be purchased for each student.							
0003	1	EA	35-97-3134	KB-Port Lift Gate Required No Loading Dock	248.00	EA	248.00
Item Notes							
this is required if there is no loading dock at the delivery location							
0004	1	EA	HF-11-81-7150-MED	ALEX Gen AI Pro	51,942.95	EA	51,942.95
Item Notes							
Powered by generative AI, ALEX Gen AI Pro is more than just a simulator or a technical training tool. ALEX is a comprehensive solution for preparing healthcare professionals to deliver competent, compassionate care, combining technical procedure training with the soft skills practice essential for patient-centered care.							
Featuring state-of-the-art, bespoke generative artificial intelligence, ALEX Gen AI Pro delivers communication experiences that are dynamic, nuanced, and context-aware, offering advanced adaptability and responsiveness. Build critical thinking, decision-making and priority-setting skills with this scenario-driven, instructor-controlled manikin. Additional features (listed below) of the Pro model add maximum value, versatility, and realism to the ALEX simulator platform.							
Advanced Features:							
Unparalleled ability to simulate complex scenarios and adapt in real time, delivering personalized learning experiences							
Scenarios are AI-generated from brief textual descriptions, making patient authoring streamlined, effortless and efficient							
AI Assessment provides AI-based automated evaluations							
AI Speech provides realistic patient-provided interaction and conversational fluency							
Refine patient assessment skills with unmatched flexibility and understanding							
Superior learner experience reduces frustration and keeps learners engaged							
Simulation log archive							
Iris Cam livestream							
Speech recognition							
Built-in microphone and speakers							
Scenarios included with customizable patients							
Cloud-connected and accessible from all devices							
Capabilities:							
Administer intubation ? oral, nasal, and digital							
Palpable pulses ? bilateral							
Carotid							
Brachial							
Radial							

Continued on next page....





Pocket Nurse®

Simulation & Education Supplies

610 Frankfort Rd. Monaca, PA 15061

Quote

Quote Number : 1450508-0

Customer# : 025127

Quote Date : 06/02/2025

Expire Date : 08/01/2025

Line	Qty	U/M	Item #	Description	Price	Per	Extension
				Dorsalis Pedis Bilateral blood pressure Anterior heart and bowel sounds Anterior/posterior lung sounds Spontaneous breathing ? synchronized with respiratory rate BVM Ventilation HR, RR, ETCO2, SPO2, TEMP, BP, ECG, and MAP Real-time remote simulation control Perform patient physical assessment Patient monitoring with vitals and waveforms Evaluate vitals and waveforms with simulated patient monitor Practice IV administration, catheterization, airway management Specifications: Light skin tone Height: 61" (1.55 m) Weight: 45 lb. (20 kg) Shipping Weight: 67 lb. (30 kg) 8-Hour battery life Includes: SmartScope? auscultation device and charging cable Control tablet Stethoscope SmartCuff? BP cuff and sensor Male genitalia attachment Airway lubricant External power supply Ethernet cable Rolling carry case ALEX Gen Ai Pro includes all Gen AI model features, and adds: Speech recognition with unlimited questions per day LIVE CPR with metrics charting depth, rate, and ventilations Virtual AED/Pacing and 12-Lead ECG Model-driven physiology Drug treatments Unlimited Iris Cam recording Five-year simulation log archive			

Continued on next page....





Pocket Nurse®

Simulation & Education Supplies

610 Frankfort Rd. Monaca, PA 15061

Quote

Quote Number : 1450508-0

Customer# : 025127

Quote Date : 06/02/2025

Expire Date : 08/01/2025

Line	Qty	U/M	Item #	Description	Price	Per	Extension
Teamspace Virtual patient 5-Year warranty Note: After expiration of the Initial Software License Term, in order to continue using the Vendor Software with Your ALEX (including all online or computerized simulation functionality and features), You must additionally pay for annual Vendor Software subscription renewals, in accordance with the then-current pricing.							
0005	1	EA	HF-11-81-7160-MED	ALEX/AXEL Female Accessory Kit	869.95	EA	869.95
Item Notes							
***OPTIONAL ITEM**							
Female accessory kit							
0006	1	EA	HF-11-81-8029-MED	ALEX IV Arm	822.95	EA	822.95
Item Notes							
OPTIONAL ITEM							
IV ARM							
SubTotal							73,027.85

Please view complete terms and conditions at www.pocketnurse.com/default/terms_and_conditions/
 All orders are subject to a service charge based on minimum merchandise totals.
 All orders paid by credit card will be subject to a 3% fee.

Shipping & Handling - Percent 2,851.06





DEDICATED TO TEACHERS

Proposal
Prepared For
Beaumont Ind School District

3395 Harrison Ave
Beaumont TX 77706-5009

Attention:
Valerie Maclin
vmaclin@bmtisd.com

For the Purchase of:
Saxon Phonics & Spelling 2022 K-2 Refill

Prepared By
John Waymire
john.waymire@heinemann.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchase may be reviewed here:

<https://www.heinemann.com/terms-of-purchase>

Send **Check Payments** to:
Heinemann
14046 Collections Center Drive
Chicago, IL 60693
Greenwood Publishing Group, LLC. Dba Heinemann

Attention:
Valerie Maclin
vmaclin@bmtisd.com
Confidential and Proprietary

Send **Orders** to
orders@heinemann.com
FAX: 603-547-9917
Heinemann
P.O. Box 528
Portsmouth, NH 03801

Proposal for Beaumont Ind School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade K					
Refill Kit - 24 Students					
1796545	9780358453765 2022 Saxon Phonics & Spelling 24 Student Refill Kit 1 Year Grade K Package Includes: 2022 Saxon Phonics & Spelling 24 Student Worksheets Box 1 2022 Saxon Phonics & Spelling 24 Student Worksheets Box 2 2022 Saxon Phonics & Spelling Decodeable Readers (1-16) Box 3 2022 Saxon Phonics & Spelling 24 Student Letter Tiles Box 4	\$766.20	31	\$23,752.20	
1870116	9780358956211 Saxon Phonics & Spelling Digital Teacher Resources 1 Year Grades K-2	\$270.40			42
Total for Refill Kit - 24 Students				\$23,752.20	
Total for Grade K				\$23,752.20	
Grade 1					
Refill Kit - 24 Students					
1796546	9780358453772 2022 Saxon Phonics & Spelling 24 Student Refill Kit 1 Year Grade 1 Package Includes: 2022 Saxon Phonics & Spelling 24 Student Worksheets Box 1 2022 Saxon Phonics & Spelling 24 Student Worksheets Box 2 2022 Saxon Phonics & Spelling Decodeable Readers (1-52) Box 3 2022 Saxon Phonics & Spelling 24 Student Letter Tiles Box 4	\$1,047.30	38	\$39,797.40	
1870116	9780358956211 Saxon Phonics & Spelling Digital Teacher Resources 1 Year Grades K-2	\$270.40			45
Total for Refill Kit - 24 Students				\$39,797.40	
Total for Grade 1				\$39,797.40	
Grade 2					
Refill Kit - 24 Students					
1796547	9780358453789 2022 Saxon Phonics & Spelling 24 Student Refill Kit 1 Year Grade 2 Package Includes: 2022 Saxon Phonics & Spelling 24 Student Worksheets Box 1 2022 Saxon Phonics & Spelling 24 Student Worksheets Box 2 2022 Saxon Phonics & Spelling Decodeable Readers (1-26) Box 3 2022 Saxon Phonics & Spelling 24 Student Letter Tiles Box 4	\$937.05	38	\$35,607.90	
1870116	9780358956211 Saxon Phonics & Spelling Digital Teacher Resources 1 Year Grades K-2	\$270.40			39
Total for Refill Kit - 24 Students				\$35,607.90	

Send **Check Payments** to:
Heinemann
14046 Collections Center Drive
Chicago, IL 60693
Greenwood Publishing Group, LLC. Db
Heinemann

Attention:
Valerie Maclin
vmaclin@bmtisd.com

HMH Confidential and Proprietary

Send **Orders** to
orders@heinemann.com
FAX: 603-547-9917
Heinemann
P.O. Box 528
Portsmouth, NH 03801

**Proposal for
Beaumont Ind School District**

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Total for Grade 2		\$35,607.90			

<i>Total Savings:</i>	\$34,070.40
<i>Subtotal Purchase Amount:</i>	\$99,157.50
<i>Shipping & Handling:</i>	\$13,386.26
<i>Sales Tax:</i>	\$0.00
Total Cost of Proposal (PO Amount):	\$112,543.76

Send **Check Payments** to:
 Heinemann
 14046 Collections Center Drive
 Chicago, IL 60693
 Greenwood Publishing Group, LLC. Dba
 Heinemann

Attention:
 Valerie Maclin
 vmaclin@bmtisd.com

HMH Confidential and Proprietary

Send **Orders** to
orders@heinemann.com
 FAX: 603-547-9917
 Heinemann
 P.O. Box 528
 Portsmouth, NH 03801



QUOTE ANALYSIS FORM

Form version 7.2023

INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be provided by Vendor, in writing, and not expired.
- 2) Vendors must be awarded via District RFP/CSP or Interlocal Agreement (Purchasing co-op) TEC 44.031
- 3) Selection/Award must be based on "best value" for the use of District funds TEC 44.031

Quote Analysis Summary

Please provide a short summary below for each quotation obtained and include why it was selected or denied.

Vendor Name:	Heinemann	Quote Total:	\$112,543.76	Saxon Phonics
Summary:	Saxon Phonics and Spelling is the supplemental program that the district has been using for the past several years. It provides comprehensive, direct phonemic instruction for students while teachers have access to digital resources and scripted lessons. This is a refill quote.			
Vendor Name:	Scholastic	Quote Total:	\$411,950.00	Ready4Reading
Summary:	This program provides direct phonics instruction but is print only and does not have a digital component. It is also a K-3 program without specific grade level material. Ready4Reading would be a new implementation, and the cost reflects this.			
Vendor Name:	95 Percent Group	Quote Total:	\$575,232.00	95 Phonics Core Program
Summary:	This program provides paper phonics instruction with no digital component. Content is divided by grade level and has both manipulatives and teacher guides with detailed lessons. 95 Phonics Core would be a new implementation, and the cost is reflective of this.			

Funding /Account #: _____ Title I, Part A _____ 211.11.6399.00.830.30.000

Vendor Selected: _____ Heinemann _____

Selection Justification: Saxon Phonics and Spelling is our current supplemental instructional program for direct phonics instruction.

 The program has been used with success for several years and staff want to continue using this program.

Name of Department/Campus Administrator: _____ Jenny Angelo _____

Signature:  _____
 6/10/2025

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



every child
is capable of
greatness

Great Minds Quote

Date	May 13, 2025	Quote Number	00462158
Expiration Date	May 31, 2026	Contact Name	Jenny Angelo
Prepared By	Jada Singleton	Phone	(409)617-5008
Email	jada.singleton@greatminds.org	Email	jangelo@bmtisd.com
Bill to Name	Jenny Angelo	Ship to Name	Jenny Angelo
Bill To	3395 Harrison Avenue Beaumont, TX 77706	Ship To	3395 Harrison Avenue Beaumont, TX 77706
		End User	Beaumont Independent School District

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: <https://digitalsupport.greatminds.org/s/ach-instructions>

Coaching - Services	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Bluebonnet Learning (GM) K-5 Math- On Site Coaching Services - Full Day	GM-03939	65.00	\$3,900.00	0.00%	\$253,500.00

PD - Services	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Bluebonnet Learning (GM) K-5 Math- On-Site PD Support Services - Full Day	GM-03935	5.00	\$3,900.00	100.00%	\$0.00
Bluebonnet Learning (GM) K-5 Math- On-Site PD Support Services - Full Day	GM-03935	1.00	\$3,900.00	61.54%	\$1,500.00

Services	\$276,900.00
Solution Subtotal	\$276,900.00
Discount	(\$21,900.00)
Shipping and Handling	\$0.00
*Pre-Tax Solution Total	\$255,000.00
Estimated Sales Tax	\$0.00
Estimated S&H Tax	\$0.00
Total Solution:	\$255,000.00

This Quote is governed by the Terms and Conditions at <https://greatminds.org/customer-quote-terms> which are hereby incorporated by reference as if fully set forth herein.

****Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.***



QUOTE ANALYSIS FORM

Form version 7.2023

INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be provided by Vendor, in writing, and not expired.
- 2) Vendors must be awarded via District RFP/CSP or Interlocal Agreement (Purchasing co-op) **TEC 44.031**
- 3) Selection/Award must be based on "best value" for the use of District funds **TEC 44.031**

Quote Analysis Summary			
Please provide a short summary below for each quotation obtained and include why it was selected or denied.			
Vendor Name:	Great Minds	Quote Total:	\$255,000.00
Summary:	Bluebonnet Learning on-site coaching, support services on-site, module and lesson study, IC training, strategic planning, assessment actions and other needed implementation work as identified on the scope of work throughout the school year.		
Vendor Name:	ESC 5	Quote Total:	\$253,000.00
Summary:	Bluebonnet Learning professional learning (8 sessions), 10 flexible supports, assists in self-assessment, learning walks and 3 support sessions. Their scope of work is less robust than Great Minds and their availability was limited.		
Vendor Name:	BI Learning Academy	Quote Total:	\$194,450.00
Summary:	Providing similar supports but would not be Bluebonnet Learning specific.		

Funding /Account #: LASO Cycle 3, B1 grant 429.13.6299.EL.830.99.L3B

Vendor Selected: Great Minds

Selection Justification: Great Minds will provide targeted implementation support and guidance throughout the school year.
They are a TEA approved provider for the LASO cycle 3, B1 grant and as such, have both the knowledge
and staff to support the district as needed.

Name of Department/Campus Administrator: Jenny Angelo

Signature: 
 6/9/2025

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

Program Pricing

Includes one full year of professional services, including all components identified in the above SOW and resulting in delivery of all grant deliverables, as required by TEA's LASO Strong Foundations grant.

BLUEBONNET SECONDARY MATH SFI PROGRAM SUPPORT		
Service	# Units	Total Price
PROGRAM MANAGEMENT - IMPLEMENTATION ADVISOR SUPPORT		
Kickoff Meeting		<i>included</i>
Virtual Bi-Weekly Partnership Meetings		<i>included</i>
Action Plans & SOW Deliverables		<i>included</i>
Program Analysis and Implementation Plan		<i>included</i>
Leadership Walkthroughs	2	
SESSIONS/ WORKSHOPS		
Virtual Workshops	6 Coaching Workshops 5 Teacher Workshops	<i>included</i>
Learning Walkthroughs	4	<i>included</i>
Flexible Supports <ul style="list-style-type: none"> • Supports 1-5: 2 Sessions Each • Support 6: 1 Session (Virtual) 	11	<i>included</i>
EXTENDED PROFESSIONAL LEARNING SUPPORTS		
Onsite Coaching Support Days (On-Site) Can Include: <ul style="list-style-type: none"> • <i>Formal Coaching Cycles</i> • <i>Side-By-Side Instructional Coaching</i> • <i>Demonstration Lesson cycle</i> • <i>Collaborative Lesson Cycle</i> • <i>Lesson Co-Facilitation</i> • <i>PLC Facilitation</i> • <i>Lesson Planning</i> • <i>Implementation Fidelity Observations</i> • <i>Instructional Leadership Walkthrough</i> 	12	<i>included</i>
Total Fixed Price		\$100,000



QUOTE ANALYSIS FORM

Form version 7.2023

INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be provided by Vendor, in writing, and not expired.
- 2) Vendors must be awarded via District RFP/CSP or Interlocal Agreement (Purchasing co-op) **TEC 44.031**
- 3) Selection/Award must be based on "best value" for the use of District funds **TEC 44.031**

Quote Analysis Summary			
Please provide a short summary below for each quotation obtained and include why it was selected or denied.			
Vendor Name:	Carnegie Learning	Quote Total:	\$100,000.00
Summary:	Carnegie math on-site coaching, support services on-site, module and lesson study, IC training, strategic planning, assessment actions and other needed implementation work as identified on the scope of work throughout the school year.		
Vendor Name:	ESC 5	Quote Total:	\$100,000.00
Summary:	Carnegie math professional learning (8 sessions), 10 flexible supports, assists in self-assessment, learning walks and 3 support sessions. Their scope of work is less robust than Great Minds and their availability was limited.		
Vendor Name:	BI Learning Academy	Quote Total:	\$194,450.00
Summary:	Providing similar supports but would not be Carnegie Math specific.		

Funding /Account #: LASO Cycle 3, B1 grant 429.13.6299.SC.830.99.L3B

Vendor Selected: Carnegie Learning

Selection Justification: Carnegie Learning will provide targeted implementation support and guidance throughout the school year. They are a TEA approved provider for the LASO cycle 3, B1 grant and as such, have both the knowledge and staff to support the district as needed.

Name of Department/Campus Administrator: Jenny Angelo

Signature: 
6/9/2025

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

II.F.4. Approve Ordinance and
Resolution Adopting the 2025-2026
Budgets for General Fund, Child
Nutrition Fund and Debt Service
Fund



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.F.4.**

Agenda Item Title: Approve Ordinance and Resolution Adopting the 2025-2026 Budgets for General Fund, Child Nutrition Fund and Debt Service Fund

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: Texas Education Code Sections 44.002-44.006 requires the budget be adopted by the Board of Trustees no later than June 30 for General, Child Nutrition and Debt Service Funds.

Recommendation: Adopt Ordinance and Resolution Adopting the 2025-2026 Budgets for General Fund, Child Nutrition Fund and Debt Service Fund

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):

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

Cheryl Hernandez
Cabinet Level Presenter's Signature

6/18/2025
Date

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

Date

General Counsel's Signature

Date

ORDINANCE AND RESOLUTION ADOPTING BUDGET

AN ORDINANCE AND RESOLUTION ADOPTING AND APPROVING THE BUDGET OF THE BEAUMONT INDEPENDENT SCHOOL DISTRICT OF JEFFERSON COUNTY, TEXAS, BEGINNING JULY 1, 2025, AND TERMINATING JUNE 30, 2026, AND MAKING APPROPRIATIONS FOR EACH DEPARTMENT, PROJECT AND ACCOUNT.

WHEREAS, the Superintendent of the **BEAUMONT INDEPENDENT SCHOOL DISTRICT**, under the laws of the State of Texas, shall prepare and adopt the budget of said District for each fiscal year of operation of said District; and

WHEREAS, such Board of Trustees does hereby desire to adopt and approve the budget of such District for the fiscal year 2025-2026;

NOW, THEREFORE: BE IT ORDAINED AND RESOLVED by the Board of Trustees of the **BEAUMONT INDEPENDENT SCHOOL DISTRICT OF JEFFERSON COUNTY, TEXAS**, that:

SECTION 1. Subject to the applicable provisions of the state law and the state constitution, the budget for the fiscal year beginning **July 1, 2025**, and terminating **June 30, 2026**, as filed and submitted by the Superintendent of such District and as adjusted by the Board of Trustees of said District, containing estimates of resources and revenues for the year from all of the various sources, and the projects, operations, activities, and purchases proposed to be undertaken during the year on Exhibit "A", together with the estimated costs therefore, and estimated amounts of all proposed expenditures, is hereby approved and adopted as set forth on the Exhibit "A" attached hereto and made a part hereof for all intents and purposes.

SECTION 2. There is hereby appropriated from the funds indicated and for such purposes respectively, as set forth on the attached Exhibit "A" such sums of money as may be required for the accomplishment of each of the projects, operations, activities, purchases and other expenditures proposed in such budget, not to exceed for all such purposes proposed for any department, the total amount of the estimated cost of the projects, operations, activities, purchases, and other expenditures proposed for such department.

Date Approved: _____

**BEAUMONT INDEPENDENT SCHOOL DISTRICT
JEFFERSON COUNTY, TEXAS**

By: _____

President, Board of Trustees

ATTEST:

Secretary, Board of Trustees

Beaumont Independent School District
Proposed Budget
Fiscal Year 2025-2026

Exhibit A

	General Operating Fund	Child Nutrition Fund	Debt Service Fund	Total	Total by Enrolled Student*
Estimated Revenues					
Local Revenue	116,549,951	729,815	26,323,338	143,603,104	8,902
State Revenue	68,081,481	55,423	1,957,728	70,094,632	4,345
Federal Revenue	4,023,361	13,847,871	-	17,871,232	1,108
Other Resources/Non-Operating Revenue	130,000	-	-	130,000	8
Total Revenues	188,784,793	14,633,109	28,281,066	231,698,968	14,364
Appropriations					
11 - Instruction	93,762,374			93,762,374	5,813
12 - Library & Media Services	1,349,747			1,349,747	84
13 - Curriculum/Instructional Staff Development	623,892			623,892	39
21 - Instructional Administration	4,512,591			4,512,591	280
23 - School Leadership	11,454,645			11,454,645	710
31 - Guidance & Counseling	9,980,876			9,980,876	619
32 - Attendance & Social Work	259,917			259,917	16
33 - Health Services	2,493,147			2,493,147	155
34 - Student Transportation	7,095,482			7,095,482	440
35 - Child Nutrition		18,733,833		18,733,833	1,161
36 - Co-Curricular/Extra Curricular Activities	6,565,259			6,565,259	407
** 41 - General Administration	7,873,056			7,873,056	488
51 - Plant Maintenance & Operations	28,256,653	426,124		28,682,777	1,778
52 - Security & Monitoring Services	4,532,178			4,532,178	281
53 - Data Processing Services	4,406,283			4,406,283	273
61 - Community Services	256,617			256,617	16
71 - Debt Service Principal	950,645		20,130,551	21,081,196	1,307
72 - Debt Service Interest	164,320		8,000,515	8,164,835	506
73 - Debt Service Fees			150,000	150,000	9
81 - Facilities Acquisition & Construction				-	-
91 - Contracted Instructional Services (recapture)				-	-
93 - Payments to Fiscal Agents	401,950			401,950	25
95 - Juvenile Justice Alternative Education Program	161,860			161,860	10
97 - Tax Increment Fund				-	-
99 - Other Intergovernmental Charges	1,483,301	-	-	1,483,301	92
Total Appropriations	186,584,793	19,159,957	28,281,066	234,025,816	14,508
Other Sources (Uses)					
Transfers Out	2,200,000	-	-	2,200,000	136
Totl Other Sources (Uses)					
Change in Fund Balance	-	(4,526,848)	-	(4,526,848)	

*Based on 2025-2026 enrollment projection of 16,131 students

**Includes 6491 - Statutory Required Public Noticed budgeted amount of \$2,500

Note: Included in the 2025–2026 Proposed Budget is a 4% salary increase for all employees, along with a compensation plan aligned to pay grade midpoints and work calendars to ensure equity and competitiveness across all staffing categories. In accordance with House Bill 2 (HB2), qualifying teachers, will receive salary increases that may exceed 4%, as required by state statute.

II.F.5. Approve Resolution
Authorizing Participation in the
Connect Investment Trust



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.F.5.**

Agenda Item Title: Approve Resolution Authorizing Participation in the Connect Investment Trust

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: The purpose of Texas Connect is to offer Participants with a pooled investment option that prioritizes preservation of principal, liquidity, and yield. Texas Connect is similar in concept to a registered investment company issuing redeemable securities, commonly known as a "money market mutual fund." This will assist the district with diversification of investments.

Recommendation: Approve Resolution Authorizing Participation in the Connect Investment Trust

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):

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



Cabinet Level Presenter's Signature

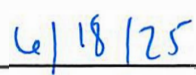


Date

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



General Counsel's Signature

Date


Date



Resolution Authorizing Participation in the Connect Investment Trust

Beaumont ISD

WHEREAS, _____ (the "Participant") is a local government or state agency of the State of Texas and is empowered to delegate to a public funds investment pool the authority to invest funds and to act as custodian of investments purchased with investment funds;

WHEREAS, it is in the best interest of the Participant to invest funds in investments that provide for the preservation and safety of principal, liquidity, and yield consistent with the Public Funds Investment Act (the "Act");

WHEREAS, the Connect Investment Trust d/b/a Texas Connect (the "Trust") is an investment pool named Texas Connect, whose purpose is to assist local governments and state agencies with the investment of public funds under the objectives of preserving principal, ensuring liquidity, and yielding reasonable returns consistent with such objectives;

WHEREAS, the Trust was formed under the Act and the laws of the State of Texas and is governed by its First Amended and Restated Trust Agreement (the "Agreement");

WHEREAS, the Participant has received and reviewed the Agreement, the Texas Connect Information Statement, and the Texas Connect Investment Policy (collectively, the "Participation Documents"), each of which is made available at Texas-Connect.com;

WHEREAS, the Participant has had the opportunity to discuss the Participation Documents with the Trust and its representatives and otherwise received such advice as it deems necessary (legal or otherwise) to make an informed decision about an investment in the Trust;

WHEREAS, the Participant has determined that the investments proposed to be acquired by Texas Connect are of a type that are permitted by the Act and are consistent with its investment policy;

WHEREAS, the Participant has determined that an investment in the Texas Connect will assist the Participant in achieving the goals set forth in its investment policy; and

WHEREAS, the Participant has delegated its authority to certain authorized representatives to enter into the Agreement with the Trust and other local governments and state agencies for the investment of their respective public funds;

NOW, THEREFORE, be it resolved as follows:

1. The Participant approves the Agreement, agrees to its terms, including the participation terms in Article II, and authorizes its representatives to establish an account in its name in the Trust or one of its pools for transmitting public funds for investment.
2. The Participant has taken any and all actions required by the Act for its participation in the Trust.
3. The Participant finds that the facts and recitations contained in the preamble of this Resolution are true and correct.



4. The individuals, Participant's duly authorized representative(s) are each hereby empowered and directed to perform all acts and execute, acknowledge, and deliver in the name and on behalf of the Participant all certificates, instruments, and other papers, whether or not herein mentioned, as they may determine to be necessary or desirable to carry out the terms and provisions of this Resolution.

5. This resolution and its authorization shall continue in full force and effect until amended or revoked by the Participant and the Trust receives a copy of any such amendment or revocation.

<hr/>	Thomas Sigee	6/24/2025
AUTHORIZED SIGNATURE	PRINTED NAME	DATE

II.F.6. Designate a Delegate and an
Alternate to the Texas Association
of School Board (TASB) 2025
Delegate Assembly



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.F.6.**

Agenda Item Title: Designate a Delegate and Alternate to the Texas Association of School Board (TASB) 2025 Delegate Assembly

Cabinet Level Presenter(s): Dr. Shannon Allen, Superintendent of Schools

Additional Presenter(s):

Executive Summary: The Delegate Assembly is where trustees develop the TASB advocacy action plan and elect the Association's leadership. Your board may appoint one delegate and one alternate to serve as your representatives. You can then register them online using the Member Profile link in myTASB.

Recommendation: Designate a Delegate and an Alternate to the TASB 2025 Delegate Assembly

Budget Impact* (if applicable):

Funding Source (if applicable):

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): N/A

Shannon Allen
Cabinet Level Presenter's Signature

6/11/25
Date

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

Date

General Counsel's Signature

Date

Official Delegate Designation Form

Please note:

- Only trustees of TASB Active Members (boards of public school districts and ESCs) may serve as delegates or alternates.
- TASB Directors and the four Legislative Advisory Council (LAC) members serving on the TASB Legislative Committee are delegates by virtue of their positions. If one of your trustees is also a TASB Director or one of the four LAC representatives, do not designate this trustee because that trustee will already be participating as a voting delegate in the Assembly.
- If you are designating an individual newly elected to your board, please update your membership information. The update form is available under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>). If you have any questions about updating your membership information, contact Michael Pennant (contact information located at bottom of page).
- The Delegate Assembly Handbook will be distributed electronically at least 20 days prior to Delegate Assembly. Hard copies of the Handbook will be available on site. (Copies will be mailed upon request.)
- Please submit your delegate designation online. The online form is available under the Member Profile link (<https://www.tasb.org/apps/memberprofile/index.aspx>).

Credentials (ribbon) will be mailed to delegates and alternates who are registered by July 22,. After that date, credentials must be picked up on-site at Delegate Assembly.

Delegate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district/ESC address) for Delegate Assembly materials:

3395 Harrison Avenue, Beaumont Texas 77706

Alternate: _____

Board position: _____ E-mail: _____

Mailing address (if NOT the district/ESC address) for Delegate Assembly materials:

3395 Harrison Avenue, Beaumont, Texas 77706

Name of district/ESC: Beaumont Independent School District

County-district number: 123-910 **TASB (ESC) region number:** 5

I hereby certify that the above persons were chosen by our board as our official voting delegate and alternate to the 2025 TASB Delegate Assembly scheduled for September 13 (as provided by the TASB Bylaws).

Board president's signature: _____ Date: June 24, 2025

Please return your board's designations online by September 1, 2025, to receive Delegate Assembly credentials by mail. Delegates submitted after August 25 will need to pick up credentials (ribbon) on-site.

Texas Association of School Boards
Attn: Michael Pennant
Email: membercommunications@tasb.org
Fax: 512.467.3554



Questions? Contact Michael Pennant at 800.580.8272 or membercommunications@tasb.org.

Name your Delegate.

2



Place an item on your upcoming board agenda.

Take action now, so you are prepared when registration opens July 22.

Suggested agenda language:

- **Item name:** Discuss and consider board approval of a Delegate and Alternate to the 2025 Texas Association of School Boards (TASB) Delegate Assembly.
- **Background:** TASB's 2025 Delegate Assembly will be held Sept. 13, 2025, during txEDCON25 in Houston. Attending Delegate Assembly gives the board the chance to participate in the democratic process that governs TASB. Delegates will elect TASB officers and directors, vote on TASB's Advocacy Agenda, have the opportunity to interact with other board members in our region, and earn continuing education training credit.
- **Recommended Action:** I recommend that the Board of Trustees name [INSERT NAME] as the Official Voting Delegate and [INSERT NAME] as the Alternate to the 2025 TASB Delegate Assembly.



Select your Delegate and Alternate.

Your Delegate, or Alternate, will be voting on important Association business, so carefully consider who you want representing your board and district. As school board members, all of you already have the most important qualification: a passion for Texas public schools and the students they serve. Now, think about who would best fit these qualities:

- **Knowledge:** The Assembly will consider a wide range of advocacy issues. Who has the best background on the challenges and concerns for your district and community?
- **Voice:** Delegates may submit amendments to proposed action items. Who would be best equipped to consider how amendments may affect your district and then take action based on your board's priorities?
- **Commitment:** The Regional Caucuses and Assembly are held during the Saturday of txEDCON25. Who can commit their time to the full meeting?

Name your delegate.

Step 2 continued



Register your representatives

Registration will open July 22 as part of txEDCON25 registration. Make sure your board takes action now to select your representatives, so you are ready as soon as registration opens!

Your superintendent or superintendent secretary will be able to submit your board's Delegate and Alternate at the same time as they register your team for convention.

More information will be shared in late June.



Watch for your Assembly materials.

In late August, the *Delegate Handbook* and Nominations Committee Report will be posted at tasb.org/delegate. Your registered Delegate and Alternate, as well as your board president and superintendent, will receive an email when the materials are available.

Questions?

If you have any questions about Delegate Assembly or naming your board's representatives, contact TASB Board and Management Services at **800-580-8272** or membercommunications@tasb.org.

“ Delegate Assembly is the most effective way that we as Texas trustees can come together in one united voice to speak up for our kids!”

*– Pam Watts
Midway ISD-McLennan County*

**Your Association.
Your Voice.**

**TASB Delegate
Assembly**



tasb.org/delegate



Discover the Delegate experience.

3



The role of a Delegate

TASB's Delegate Assembly is the once-a-year opportunity for TASB members to have a voice in the overall direction of the Association. Each Active Member sends a Delegate to participate in the Assembly. This ensures that every school and education service center board that is a TASB Active Member has a vote on the issues under consideration.

“ Attending Delegate Assembly is important because it provides an opportunity to represent my school board's voice in shaping key policies and decisions that affect education.”

– Carolyn Booker
Westwood ISD

As your board's representative, you serve as the voice not just for your board, but also your district, your students, and your community.

Here are the key things you need to know to prepare for your role as a Delegate.



20 days before the assembly

The *Delegate Handbook* and Nominations Committee Report will be posted in late August. These materials cover the action items under consideration by this year's Assembly. You will receive an email when the materials are available. Then, it's time to prepare for the meeting.

- 1. Review the materials.** Make sure you are familiar with all the items under consideration.
- 2. Come prepared to share your district's voice.** Work with your fellow board members to determine how your board stands on the action items and if you have concerns to take to the Assembly.
- 3. Study the Delegate Assembly rules and Action Form.** Like any governing body, there are rules and processes to ensure a productive meeting.
- 4. Watch your mail!** You will receive an envelope with your Delegate ribbon (or Alternate), which you can attach to your name badge when you arrive at the txEDCON. This ribbon will grant you access to all of the Delegate Assembly activities.

Discover the Delegate experience.

Step 3 continued



Day of the assembly

12:30–1:30 p.m.

Regional Caucus, Hilton Americas–Houston:

You will start your Delegate duties by attending your regional caucus. This is a great opportunity to meet with colleagues from your region, including your TASB Directors. You will discuss the agenda items and get answers to any questions you may have about the Assembly and processes.

Lunch will be provided!

1:45 p.m.

Action Forms, George R. Brown Convention Center:

You may use the Action Form at the back of the *Handbook* to pull items for individual consideration or to propose an amendment to an item. The forms must be turned in to the Information Center near the Assembly floor entrance by 1:45 p.m.

2–4:30 p.m.

Assembly, George R. Brown Convention Center:

The Assembly will convene promptly at 2 p.m. You should plan to arrive by 1:45 p.m. so you can find your section on the floor, which is divided by TASB region. TASB staff members, holding red clipboards, are assigned to each area to check you in and assist you during the meeting.

“ I did not know what to expect for my first time at Delegate Assembly, but it was highly informative and educational. Being a Delegate is something I plan on doing again and again!”

– Jessie Campolla

Highland Park ISD–Potter County



But what about...?

If you have any questions about Delegate Assembly, we are here to help! Your TASB Directors will be with you every step of the way, leading your regional caucus and sitting near you on the Assembly floor. TASB staff will be stationed at the Information Center near the main entrance of the Assembly floor from noon until the end of the meeting.

If you have questions before the meeting, contact the TASB Board and Management Services team at **800-580-8272** or membercommunications@tasb.org.

**Your Association.
Your Voice.**

**TASB Delegate
Assembly**



tasb.org/delegate



II.F.7. Approve Revision for Board
Policy BE (LOCAL)



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.F.7.**

Agenda Item Title: Approve Revision for Board Policy BE (LOCAL).

Cabinet Level Presenter(s): Dr. Shannon Allen, Superintendent of Schools

Additional Presenter(s):

Executive Summary: Consider amending Board Policy BE (LOCAL) to reflect that 'the Board President' has requested that the start time of the regular scheduled closed session meetings begin at 4:30 p.m., rather than the previous time of 5:00 p.m. This adjustment allows for extended time in closed session to discuss critical matters, while also improving the timeliness of transitioning into open session.

Recommendation:

Budget Impact* (if applicable):

Funding Source (if applicable):

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): N/A

Shannon Allen
Cabinet Level Presenter's Signature

6/12/25
Date

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

Date

General Counsel's Signature

Date

Meeting Place and Time	The notice for a Board meeting shall reflect the date, time, and location of the meeting.
Regular Meetings	Regular meetings of the Board shall normally be held on the third Thursday of each month at 6:30 p.m.; however, closed session meetings begin at 5:00 4:30 p.m. When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.
Special or Emergency Meetings	<p>The Board President shall call special meetings at the Board President's discretion or on request by two members of the Board.</p> <p>The Board President shall call an emergency meeting when it is determined by the Board President or two members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.</p>
Agenda	The deadline for submitting items for inclusion on the agenda is the fifth business day before regular meetings and the third business day before special meetings.
Deadline	
Preparation	In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any two members of the Board may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by two Board members.
Notice to Members	Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least one hour prior to the time of an emergency meeting.
Closed Meeting	<p>Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.</p> <p>The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]</p>
Order of Business	The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.
Rules of Order	The Board shall observe the parliamentary procedures as found in <i>Robert's Rules of Order, Newly Revised</i> , except as otherwise provided in Board procedural rules or by law. Procedural rules may be

BOARD MEETINGS

BE
(LOCAL)

suspended at any Board meeting by majority vote of the members present.

Voting

Voting shall be by voice vote or show of hands, as directed by the Board President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda

When the agenda is prepared, the Superintendent shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Minutes

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board Secretary.

The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

II.F.8. Approve Bluebonnet Math
Transition Plan



Board Exhibit Cover Sheet

Meeting Date: June 16, 2025

Agenda Item/Exhibit Number: **II.F.8.**

Agenda Item Title: Approval of Bluebonnet Math Transition Plan

Cabinet Level Presenter(s): Jenny Angelo, Executive Director of Curriculum & Instruction

Additional Presenter(s): Danielle Guidry, Elementary Math Coordinator; Gaylynn Guillory, Secondary Math Coordinator

Executive Summary: TECs §67.1315 states that a school district is required to have a locally maintained OER Transition Plan approved by the district school board in order to access funding allotted under Texas Education Code (TEC) §48.308 and when first adopting a State Board of Education (SBOE)-approved OER product for a grade level or subject/course. Beaumont ISD will be adopting the SBOE-approved OER Bluebonnet Math curriculum for Grades K – 8 starting in the 25 – 26 school year.

Recommendation: To approve the Bluebonnet Math Transition Plan


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): N/A

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


Cabinet Level Presenter's Signature

June 16, 2025
Date

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

Date

General Counsel's Signature

Date

Beaumont ISD

Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials 2025-2026

Overview

The OER Transition Plan for Bluebonnet Learning Instructional Materials is designed to support local educational agencies (LEAs) in the planning, execution, monitoring, and evaluation of the adoption and implementation of State Board of Education (SBOE)-approved, state-developed OER instructional materials known as Bluebonnet Learning. The OER Transition Plan for Bluebonnet Learning Instructional Materials complies with Texas Administrative Code (TAC) §67.1315 for access to the funding entitlement in Texas Education Code (TEC), §48.308.

Overview	1
Transition Plan Approval and Submission	2
ACTION 1: Setting Implementation Goals	3
1A: Implementation Framework	3
1B. Implementation Goals	4
ACTION 2: Creating the Conditions for Success	5
2A. Materials Access	5
2B. Schedules and Calendars	7
2C. Aligned Expectations	8
2D. Professional Learning Plan	9
2E. Adaptive Change and Communication	12
ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)	14
3A. Analyzing PLC Practices	14
3B. Structures for Internalization and PLCs	15
3C. Supporting All Learners	17
ACTION 4: Establishing Observation and Feedback Practices	18
4A. Observation Expectations	18

4B. Observation and Feedback Cycles	21
ACTION 5: Aligning Assessment Strategy	23
5A. Analyzing Assessment Practices	23
5B. Structures for Assessment Practices	24

Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. The adopted plan will not need to be submitted; however, plans could be requested for review by the commissioner. LEAs will report the completion of the transition plan through EMAT

ACTION 1: Setting Implementation Goals

1A: Implementation Framework

TAKE ACTION: Implementation Framework

Action: Describe the phase of Bluebonnet Learning implementation (initial or deeper) for the start of the upcoming school year.

Bluebonnet Math Implementation

- For middle school, Carnegie Learning has been utilized for the past two years. Bluebonnet Math 6 - 8 is the former Carnegie Learning curriculum with approximately 30% revised.
- The initial groundwork for elementary Bluebonnet implementation was held on November 18, 2024, with a Bluebonnet Math Lunch and Learn for BISD campus leaders and their math coaches. The Bluebonnet Math publisher provided the introductory session which involved an overview of the curriculum components, a model lesson, and time for questions and discussions. Participants were given sample curriculum materials to take back to their campuses for review by their math teachers.
- Throughout December 2024 through March 2025, a series of Bluebonnet Math webinars and in-person introductory sessions hosted by Region V were held. Campus leaders, coaches, and teachers were encouraged to attend to learn more about the curriculum components.
- Initial teacher training for elementary was held in half-day sessions on April 29 - May 1. Every K - 5 math teacher attended a session where they reviewed the curriculum components, participated in a model lesson from the student point of view, and received pilot materials.
- A ten-day pilot was held in all K - 5 math classes during the first two weeks of May 2025 using Bluebonnet printed materials and scripted lessons. Walkthroughs were conducted on each campus to support in-the-moment coaching, and a survey was provided to teachers to ascertain their feedback on the pilot.
- Elementary campus leaders received initial training in a half-day session on June 4.
- Bluebonnet Math is used each day as the summer school elementary math curriculum.
- Curriculum training will occur for both elementary and secondary math teachers as part of their August 2025 Staff Development opportunities. Further training opportunities will be held throughout the 25 - 26 school year as paid Saturday trainings, webinars, district professional development days, and on-campus training sessions.
- Through the award of Round 2 - LASO 3 funding, Beaumont ISD will be contracting with TEA Approved Providers – Great Minds for K - 5 Math and Carnegie Learning for 6 - 8 Math. BISD was awarded \$506,000 for K - 5 and \$200,000 for 6 - 8 Approved Provider support. The scope of work for each includes leadership training, PLC support, coaching, teacher training, and observation/walkthroughs of instruction and will be conducted from June 2025 through June 2026..

1B. Implementation Goals

TAKE ACTION: Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- **Goal:** 100% of teachers will implement the Bluebonnet Learning materials consistently for Tier 1 instruction for all students.
 - **Measure(s):** [Bluebonnet Learning observation form](#)
 - **Frequency:** Monthly
 - **Progress Monitoring:** Campus leaders will analyze the classroom observation data quarterly.
-

Goal Area: Stakeholder Investment

- **Stakeholder Investment Goal:** 85% of teachers and leaders report high confidence in Bluebonnet Learning instructional materials by the end of the school year.
 - **Measure(s):** Stakeholder surveys to teachers, instructional coaches, and school leaders
 - **Frequency:** Three times during the school year (September, January, and May)
 - **Progress Monitoring:** The C & I team will synthesize the data and provide reports to campus leadership teams within one week of the close of the survey window. Campus leadership teams will review, analyze, and plan next steps to support adaptive change management and continued investment in Bluebonnet Learning instructional materials.
-

Goal Area: Teacher Practice

- **Teacher Practice Goal:** 90% of teachers use unit or lesson internalization protocols at least once each week during collaborative planning time.
 - **Measure(s):** PLC observations using the FOI (Fidelity of Implementation) Learning Walk Tool for Collaborative Planning and review of annotations in Bluebonnet Learning teacher materials.
 - **Frequency:** School leaders will observe at least one PLC per grade band each quarter and are expected to review teacher annotations monthly.
<https://docs.google.com/document/d/1GgINtISDiEujoK6lpdCUzdumWdzsKQBytK7CZV0lqJg/edit?usp=sharing>
 - **Progress Monitoring:** Quarterly data review and reflection at campus leadership and district principal meetings.
-

Goal Area: Student Outcomes

- **Student Outcomes Goal:** 100% of students engage with grade-level content from Bluebonnet Learning and build familiarity with embedded routines and strategies.
- **Measure(s):** Classroom walkthroughs using the Bluebonnet Learning observation form.

- **Frequency:** Minimum monthly walkthroughs for each classroom.
- **Progress Monitoring:** Quarterly data review and reflection at campus leadership meetings and at district principal meetings

ACTION 2: Creating the Conditions for Success

2A. Materials Access

TAKE ACTION: Materials Access Planning

Task: Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus.

- **Task owner/manager:** District Instructional Materials Coordinator
 - **Timeline:** March-April 2025.
 - **Key Actions/Steps:**
 - The District Instructional Materials Coordinator will create all campus district orders for Bluebonnet Learning instructional materials.
 - The District Instructional Materials Coordinator will submit orders through EMAT.
-

Task: Order or secure any related manipulatives needed. Identify items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.

- **Task owner/manager:** District Instructional Materials Coordinator
 - **Timeline:** March–April 2025
 - **Key Actions/Steps:**
 - The district Math Coordinators will review the Bluebonnet Learning instructional materials guides and materials lists to identify and create lists of any related manipulatives that need to be ordered by subject area and grade level and share the information with the District Instructional Materials Coordinator.
 - District Instructional Materials Coordinator will order the related manipulatives to ensure delivery before the start of the school year.
-

Task: Determine the process for receiving and distributing materials to campuses and classrooms.

- **Task owner/manager:** District Instructional Materials Coordinator
- **Timeline:** April-July 2025
- **Key Actions/Steps:**
 - The District Instructional Materials Coordinator will oversee the District Textbook Lead and his team as they inventory and barcode all Bluebonnet Learning instructional materials upon delivery.
 - The District Instructional Materials Coordinator will coordinate with the district warehouse moving department to arrange delivery of received materials to each campus.

- Campus instructional materials coordinators will ensure that delivered material matches the requisition form.
- Campus instructional materials coordinators will establish a process for the distribution of Bluebonnet Learning instructional materials and any related manipulatives to staff and students.

Task: Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

- **Task owner/manager:** District Instructional Materials Coordinator
- **Timeline:** April–August 2025
- **Key Actions/Steps:**
 - The District Instructional Materials Coordinator will communicate with campus principals regarding the status of Bluebonnet Learning instructional materials delivery and distribution.
 - Campus instructional materials coordinators will communicate the process for the distribution of materials to staff and students to all relevant stakeholders.

Task: Determine the process for ensuring all teachers, instructional coaches, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.

- **Task owner/manager:** Campus Instructional Coordinators
- **Timeline:** June 2025~May 2026
- **Key Actions/Steps:**
 - Campus Instructional Coordinators will ensure that all teachers, including general education and specialized teachers, instructional coaches, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
 - Campus Instructional Coordinators will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
 - Campus Instructional Coordinators have developed a plan to maintain an inventory of teaching materials and a process for securing additional materials based on increased teacher allotments and/or student population increases.

Task: Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.

- **Task owner/manager:** Math District Coordinators and Director of Professional Development
- **Timeline:** April 2025–August 2025 and then ongoing through May 2026
- **Key Actions/Steps:**
 - The Math District Coordinator and Director of Professional Development will provide training sessions for district leaders, campus principals and leadership teams, instructional coaches,

- and teachers on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
- The campus instructional coach will provide this training experience to any new staff hired after the start of the school year; ongoing district level trainings will additionally be provided by the Math District Coordinators.

Task: If applicable, determine the process and timeline for digital access and related technology support resources.

- **Task owner/manager:** The District Math Coordinators
- **Timeline:** April–September 2025
- **Key Actions/Steps:**
 - The District Math Coordinators will develop training and resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
 - The District Math Coordinators will work with Great Minds and the district IT department to obtain digital access for all staff.

2B. Schedules and Calendars

Design master schedules and instructional calendars to 1) meet the required instructional minutes as outlined in Bluebonnet Learning, and 2) ensure time for teacher planning and lesson preparation is provided within the normal teacher workday.

- For elementary math, a 90-minute block of daily time will be devoted to math instruction. Sixty minutes will cover Bluebonnet instruction with the other thirty minutes devoted to dedicated intervention time.
- For middle school math, 45 minutes will be allocated for math instruction. Additional intervention time is being embedded either as part of an instructional block, depending on grade level, or as part of dedicated intervention time.
- Pacing calendars and resources are being created as part of 2025 Summer Curriculum Writing tasks.

TAKE ACTION: Schedules and Calendars

Master Schedule(s): Describe expectations and guidelines for development of master schedule that meet the requirements outlined in Bluebonnet Learning instructional materials.

Response: Each campus will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Campuses may choose to allocate additional minutes but must ensure all additional instructional programming requirements are met as described in administrative regulations.

Instructional Calendar(s): Describe expectations and guidelines for the development of an instructional calendar that includes time allocations for teacher planning and preparation including routine time for collaborative planning and preparation with an instructional coach and/or school leader.

Response:

Calendars will reflect a common planning time and at least bi-weekly PLCs for collaborative planning and preparation time of instructional materials.

2C. Aligned Expectations

Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity.

TAKE ACTION: Aligned Expectations

Alignment Item: Use of Bluebonnet Learning instructional materials.

- **Expectations:** Bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use. Other approved materials will be listed in the Approved Supplemental Materials List, maintained by the Director of Professional Development.
 - **Plan for Communication:** Expectations for materials use will be integrated into Bluebonnet Learning onboarding training for all stakeholders. All teachers, coaches, and school leaders will have the opportunity to review Bluebonnet Learning instructional materials during the May 2025 pilot, Summer Principal Training, and back-to-school inservice and will be able to make any recommendations for integration of any additional materials. If any supplemental materials are needed (e.g., test prep materials), district leadership will review requests and approve if viable.
-

Alignment Item: Internalization protocol and process.

- **Expectations:** Teachers prioritize internalization during common planning time and use Bluebonnet Learning protocols as the planning and preparation process for both common and individual practices. Teachers will annotate lessons in a way that demonstrates alignment with the protocols and will submit annotated lessons to their administrator for review at least once per month. Principals may indicate a more frequent cadence for annotation submission. School leaders will observe PLCs weekly using the FOI Learning Walk Tool for Collaborative Planning.
 - **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.
 - **Timeline:** Onboarding and orientation training will be scheduled in April for all current math teachers and will continue throughout August. The training will be repeated in October and January for new hires.
-

Alignment Item: Student work analysis protocols and process.

- **Expectations:** Teachers, coaches, and leaders analyze student work using the Bluebonnet Learning protocol during common planning time at least once per month beginning in October.
 - **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training. Instructional coaches and school leaders will model the use of student work analysis protocol and review expectations for use during all PLCs in early October.
 - **Timeline:** Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires.
-

Alignment Item: Curriculum-embedded assessment expectations.

- **Expectations:** Teachers consistently administer Bluebonnet Learning embedded assessments. During the initial year of implementation, all teachers will administer all Bluebonnet Learning assessments as designed. Modifications and/or accommodations may be made to meet individual student needs based on IEP or another student's educational plan. School leaders will monitor the fidelity of administration for Bluebonnet Learning unit assessments.
 - **Plan for Communication:** Expectations for embedded-assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders.
 - **Timeline:** Onboarding and orientation training will be scheduled in April for current math teachers and will continue throughout August. The training will be repeated in October and January for new hires. Principals will report on the fidelity of the use of Bluebonnet Learning assessments at monthly principal PLCs.
-

TAKE ACTION: Professional Learning Plan

Professional Learning Experience: Training on Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning instructional materials support RBIS.

- **When will this happen?** RBIS training will be offered in conjunction with Bluebonnet curriculum training starting in August 2025 and beyond.
 - **Who will lead/participate?** The district Math Coordinators and Director of Professional Development will lead the training along with contracted service training from Great Minds, Region 5 ESC, Carnegie Learning and other training entities.
 - **What materials or resources are needed?** Provided RBIS training materials and presentations, Bluebonnet math curriculum materials
-

Professional Learning Experience: Training that focuses on communicating expectations, implementation goals, and change management.

- **When will this happen?** General expectations regarding the use of Bluebonnet Learning instructional materials and practices will begin in April 2025 for all current math teachers and will also be integrated into onboarding and orientation training. Implementation goals and purpose/reasons for implementation of Bluebonnet Learning will be the focus on district content curriculum professional development day presented by the district math coordinators in August 2025. Additional expectations and change management supports will be an ongoing district-level focus at principal meetings led by the Associate Superintendent over elementary administration, Assistant Superintendent over secondary administration and District Math Coordinators, and will additionally be a campus-level focus at faculty/staff meetings led by campus principals.
 - **Who will lead/participate?** The district Math Coordinators and Director of Professional Development will lead the training along with contracted service training from Great Minds, Region 5 ESC, Carnegie Learning, and other training entities.
 - **What materials or resources are needed?** The district Math Coordinators will develop a protocol for recurring discussion of these topics at monthly Administrator meetings and Principal PLCs. Principals will receive template slides for use at recurring faculty meetings.
-

Professional Learning Experience: Bluebonnet Learning instructional material onboarding and orientation.

- **When will this happen?** We will partner with Great Minds and Carnegie Learning to provide onboarding and orientation (including an introduction to the design principles of the materials) for Bluebonnet Learning instructional materials in June and in August. District curriculum and instruction program staff will arrange contracted service providers to support the orientation and onboarding process.
 - **Who will lead/participate?** Sessions will be led jointly by Great Minds for elementary and Carnegie for middle schools along with Beaumont ISD curriculum and instruction staff. All elementary and middle school instructional staff and leaders will attend the onboarding and orientation training.
 - **What materials or resources are needed?** The district Math coordinators and the Director of Professional Development will communicate with Great Minds and Carnegie to organize the sessions and arrange any materials or resources needed.
-

Professional Learning Experience: Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.

- **When will this happen?** The first professional learning experience around understanding the design principles of Bluebonnet Learning instructional materials will include an introduction to the design principles as part of the onboarding and orientation and will occur in April 2025 followed by a 10-day pilot of Bluebonnet implementation in all K - 5 classrooms. Ongoing, job-embedded professional learning focused on understanding the design principles of Bluebonnet Learning materials will be the focus of instructional coach and school leader-facilitated internalizations and will occur during common planning.
- Instructional coaches and school leaders will attend additional training from Great Minds (elementary), Carnegie (middle school), the Director of Professional Development, and the district

math coordinators to support leading internalization and conducting observation and feedback cycles.

- **Who will lead/participate?** Onboarding and orientation sessions will be led jointly by Great Minds, Carnegie Learning, the Director of Professional Development, and the district math coordinators. All instructional staff and leaders will attend the onboarding and orientation training. All teachers will attend internalization facilitation session with additional specific instructional coach training occurring at their monthly meetings
 - **What materials or resources are needed?** The district Math coordinators and the Director of Professional Development will communicate with Great Minds and Carnegie to organize the sessions and arrange any materials or resources needed.
-

Professional Learning Experience: Regular module and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

- **When will this happen?** Teachers and instructional coaches/school leaders will engage in at least bi-weekly facilitation of internalization of an upcoming module or lesson. Additional internalization support sessions may occur at the teacher's discretion.
 - **Who will lead/participate?** Instructional coaches and school leaders will facilitate internalization practice at least once bi-weekly per teacher/grade level using the Bluebonnet Learning internalization protocols. All teachers will attend internalization facilitation sessions either with their grade level or individually for those who are departmentalized.
 - **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teaching teams/teachers.
-

Professional Learning Experience: Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- **When will this happen?** Teachers and instructional coaches/school leaders will engage in student work analysis either weekly during the additional 30 minutes of common planning time or once every six weeks for a time-period of three hours during early release. Additional student work or data analysis support sessions may occur at the teacher's discretion.
 - **Who will lead/participate?** Instructional coaches and school leaders will facilitate student work analysis practice for all grade levels or vertical content teams using the Bluebonnet Learning student work analysis protocols. All teachers will attend facilitated student work analysis sessions either with their grade level, vertical team, or individually.
 - **What materials or resources are needed?** Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teams/teachers.
-

Professional Learning Experience: Regular observation and feedback cycles with an instructional coach or school leader.

- **When will this happen?** School leaders and instructional coaches will observe classroom instruction weekly with each teacher receiving an observation (with a feedback session) at least once every six weeks.

- **Who will lead/participate?** School leaders and instructional coaches will conduct observations of K–5 and 6–8 math general education and specialized teachers.
 - **What materials or resources are needed?** Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher’s guide)
-

Professional Learning Experience: Additional ongoing, job-embedded, curriculum-based professional learning opportunities.

- **When will this happen?** Teachers will receive ongoing, job-embedded, curriculum-based professional learning during the facilitated internalization sessions (weekly), facilitated student work analysis sessions (accumulation of three hours every six weeks), observation and feedback sessions (every nine weeks), and optional additional supports at the teacher’s discretion. Additionally, principals will prioritize campus-professional development time to focus on curriculum-based professional learning opportunities using Bluebonnet Learning instructional materials.
 - **Who will lead/participate?** Instructional coaches and school leaders will facilitate ongoing support. The Director of Professional Development and the district math coordinators will serve as resources and support for the support provided at the campuses.
 - **What materials or resources are needed?** School leaders will need specific training on facilitation and coaching with Bluebonnet Learning instructional materials (which will be provided prior to the start of the school year), protocols, and observation tools.
-

2E. Adaptive Change and Communication

Develop a communication plan that supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning. Include a plan for stakeholder communication and public posting if the materials are modified as outlined in TEC [§26.006](#).

TAKE ACTION: Adaptive Change and Communication

Key Message 1: What is our purpose for implementing Bluebonnet Learning?

- **Message:** Ensuring that both students and teachers are provided with grade-appropriate assignments, aligned to the TEKS, and combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials (assignments, texts, assessments) that we give them. Students will rise to the occasion and do what is asked of them. When expectations are high, student performance and outcomes are also high. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners.
 - **Audience:** All district instructional and leadership staff, all elementary and middle school instructional staff
 - **Timeline:** Spring and Summer training sessions, back-to-school in-service events, and ongoing throughout the school year.
-

Key Message 2: What is our plan for stakeholder communication and public posting if any aspect of the materials is modified, as outlined in TEC §26.006?

- **Message:** The intention of Beaumont ISD is to implement the Bluebonnet Math curriculum as published. If, after the first year of implementation, we recognize that there are areas in need of revision, we will clearly articulate that to campus and district leaders, as well as post any revisions on the district website prior to the start of the next academic year.
 - **Audience:** All instructional staff, families, and external stakeholders
 - **Timeline:** We will direct parents and stakeholders to the district website and TEA website to view the Bluebonnet curriculum and provide contact information for appropriate district personnel if they have any questions or concerns.
 - **Considerations:** This message and communication item connects to Action 2C: the use of Bluebonnet Learning instructional materials and Action 3C: instructional flexibility to support all learners. Additionally, all principals must ensure that teachers and other relevant staff understand the statutes about Access to Teaching Materials as described in TEC §26.006.
-

Key Message 3: Which adaptive strategies will we use to support positive change management?

- **Message:** Beaumont ISD is committed to ensuring alignment across stakeholders, communicating for clarity, focusing on positive aspects of implementation, and gathering and responding to stakeholder feedback.
 - **Audience:** The Beaumont ISD community - all internal and external stakeholders
 - **Timeline:** On-going beginning in Spring 2025, prior to the start of the 25 - 26 school year, and throughout the school year.
 - **Considerations:** The district and campus leadership teams will focus on these strategies to support positive implementation efforts:
 - We will build relationships and lead with empathy.
 - We will eliminate technical barriers: ensure the technical conditions for success are in place.
 - We will provide clear guidance on implementation expectations and the why/purpose behind choosing Bluebonnet Learning instructional materials and ensure the message is shared widely including the deck templates for principals to use at faculty meetings.
 - We will send quarterly “Bluebonnet Learning Updates” that include celebrations and a summary of growth as measured by progress monitoring of the implementation goals.
 - The Math Coordinators and Director of Professional Development will jointly hold quarterly Zoom meetings for teachers of Bluebonnet Math to update them on data outcomes, garner feedback, and answer any questions.
-

ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)

3A. Analyzing PLC Practices

Analyze the current state of PLCs/teacher planning and preparation practices to prioritize high-impact changes and next steps.

TAKE ACTION: Analyzing PLC Practices

Task: Conduct a current state analysis of PLC/teacher planning and preparation practices and summarize the takeaways. What is working well? What is an area for improvement? What might be a short-term area of focus?

Response:

The district has had a PLC structure in place for the last four years that has a designated and protected time for staff and campus administration to meet by subject area and are held at least bi-weekly. All PLC meetings have a specific agenda that focuses on planning, student data, instructional practices, current events that need attention, and upcoming events. Our meetings are covering multiple topics and not specifically looking at only Bluebonnet Learning materials and protocols.

Task: Identify which **Keys to Success** are currently in place, which are not, and which ones need refining.

Response:

- **Vision:** The vision for PLCs will be refined to support the use of Bluebonnet Learning instructional materials by engaging all internal stakeholders in the process.
 - **Protected Time and Frequency:** Common planning time is protected and currently in place for once weekly, but refinement may be necessary to accommodate the additional 30 minutes weekly (or 3 hours every nine weeks) that will be allocated for student work and data analysis.
 - **Ownership:** Since the previous PLC structures were not focused on Bluebonnet Learning instructional materials, the roles and responsibilities of the participants should be clearly defined for all stakeholders.
 - **Use of Time:** The use of an agenda focused on the Bluebonnet Learning protocols and outlining any required pre-work or post-work for teachers will ensure the most effective use of time.
 - **Educative Practices:** Based upon feedback from ongoing PLCs and training opportunities, we will refine as needed.
-

3B. Structures for Internalization and PLCs

Develop structures and systems to support internalization practices that include a vision, roles and responsibilities, and technical conditions needed.

The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

TAKE ACTION: Structures for Internalization and PLCs

Task: Explain the vision for module and lesson internalization.

Response:

Internalization is the process of deeply studying a unit or lesson from Bluebonnet Learning instructional material to understand what students are expected to learn and how to teach it to achieve those outcomes.

Internalization supports implementation with fidelity. Teachers who deeply understand student expectations and the design of the Bluebonnet Learning instructional materials can teach units and lessons more effectively and make intentional instructional decisions that support engagement and learning for all students.

Internalization happens consistently and regularly before instruction occurs.

- Module internalization happens at least 2–3 weeks before a new module begins.
 - Lesson internalization happens for each daily lesson at least 1–2 days in advance.
-
1. Instructional coaches, school leaders, and teachers use Bluebonnet Learning internalization protocols to prepare for teaching modules and lessons.
 2. All instructional staff attending weekly or other collaborative sessions will complete any needed pre-work or post-work as agreed by the team or with the facilitator.
 3. Teachers annotate their Bluebonnet Learning teacher instructional materials and resources while following the protocols. Completion of a standardized lesson plan template is no longer required.
 4. Teachers attend bi-weekly collaborative internalization sessions led by instructional coaches or school leaders. This time is protected in the instructional calendar and pre-work is determined ahead of time through consensus and communicated to all members.
 5. Teachers receive ongoing, regular 1:1 support from an instructional coach or school leader focused on practicing and improving internalization.

Task: Name the roles and responsibilities of the school leaders, instructional coaches, and teachers to support the vision for internalization.

Response:

District Leaders	<ul style="list-style-type: none">• Establish and communicate the vision for internalization and role-specific responsibilities.• Monitor progress towards the vision for internalization; reflecting and providing support as needed.• Align schoolwide systems and structures with the vision for internalization.• Build as much knowledge of the Bluebonnet Learning instructional material and internalization protocols as possible to effectively accomplish academic goals and lead the teachers successfully.
Campus Leaders/ Instructional Coach	<ul style="list-style-type: none">• Monitor progress towards the vision for internalization, reflecting and providing support as needed.• Build as much knowledge of the Bluebonnet Learning instructional material and internalization protocols as possible to effectively accomplish campus academic goals and lead the teachers successfully.
Teachers	<ul style="list-style-type: none">• Complete the Bluebonnet Learning product learning and lesson internalization led by approved contracted service providers to gain a deep understanding of the product and module/lesson internalization protocols.• Regularly use the product-specific internalization protocols to prepare to teach modules and lessons from Bluebonnet Learning.• Participate and come prepared for internalization meetings and collaborative planning time.

Task: Identify priorities based on the current state analysis conducted in Action 3A to support effective internalization.

Response:

1. Ensure that Beaumont ISD PLC structures focus on Bluebonnet Learning best practices, design principles, and use of protocols.
2. Train instructional coaches and school leaders to develop PLC agendas focused on the use of Bluebonnet Learning protocols.
3. Support principals in developing master schedules and instructional calendars that support common planning time for engagement in Bluebonnet Learning practices.
4. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for PLCs.
5. Develop a protocol calendar for instructional leaders to guide their facilitation of each of the Bluebonnet Learning protocols.

Task: Name the technical conditions, systems, and structures that need to be in place to support the identified priorities and the vision.

Response:

- **Time:** The master schedule includes protected, weekly meeting time(s) for general education and specialized teachers to meet with instructional coaches or school leaders to meet for at least 45 minutes weekly for internalization practices. Additional common planning sessions will occur 30 minutes weekly or 3 hours every nine weeks during early release time.
- **Ownership:** Schools have identified instructional coaches and school leaders who will plan and facilitate 1:1 and collaborative planning time and provide teachers feedback and support on their preparation.
- **Protocols:** Teachers, instructional coaches, and school leaders are familiar with and have received training on the Bluebonnet Learning protocols for module internalization, lesson internalization, and student work analysis.
- **Accountability:** There is a process for monitoring progress towards effective internalization and aligned expectations for teachers. There is the expectation to annotate within the Bluebonnet Learning instructional materials instead of filling out a standardized lesson plan template.

3C. Supporting All Learners

Develop and communicate clear guidelines for teachers to support all learners and maintain instructional flexibility that outline acceptable teacher modifications to address student needs.

TAKE ACTION: Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines:

Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and available to instructional coaches and school leaders at least three days prior to the lesson's instructional delivery.

Support: Engagement Strategies

Guidelines:

Teachers will annotate in their materials which engagement strategies will be used during instruction. To meet the needs of all students, additional engagement strategies may be necessary, such as using flexible grouping, anchor documents, and resources.

Support: Instructional Flexibility

Guidelines:

Teachers have flexibility within the scope and sequence of five instructional days to adjust pacing to address the needs of each student. Teachers can adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs. As implementation of Bluebonnet Math progresses throughout the year, there will be quarterly opportunities for teachers and coaches to provide feedback and make recommendations on refinements.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

TAKE ACTION: Observation Expectations

Action: Clearly define the purpose of observations.

At Beaumont ISD, district and school leaders use FOI (Fidelity of Implementation) Learning Walk tools to conduct calibrated walkthroughs to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders and instructional coaches use the Bluebonnet Learning observation tool to engage in cycles of observation and feedback to support continuous growth and development of teaching and educational practices using Bluebonnet Learning instructional materials. Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the modules and lessons taught.

Next Steps:

- District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Training on June 4, 2025, with additional Leadership Training in July 2025. The Math Coordinators and Director of Professional Development will coordinate with the approved contracted provider on the planning and content for the leader implementation training.
 - District leaders, school leaders, and instructional coaches will engage in practice opportunities with the observation instruments twice in the first nine weeks grading period. The Math Coordinators and Director of Professional Development will coordinate these events.
-

Action: Name the observation expectations and responsibilities for school leaders.

District Leader Roles and Responsibilities:

- Have a high-level understanding of the observation tools that coaches, and school leaders will use to provide feedback to teachers.
- Use Bluebonnet Learning Observation Tools and FOI Learning Walk Tools to co-observe with school leaders and norms on evidence of internalization and fidelity of implementation.
- Support school leaders in analyzing and responding to data collected during observations and learning walks.

School Leader Roles and Responsibilities:

- Co-observe classroom instruction with coaches to ensure alignment on what to look for when observing instruction for evidence of internalization.
- Observe feedback meetings and coaching sessions to look for evidence that these conversations are grounded in the Bluebonnet Learning instructional materials and that meaningful connections are being made back to planning and internalization.
- Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed.
- Use FOI Learning Walk Tools to supplement data on evidence of internalization in instruction across classrooms and analyze this data with coaches to identify schoolwide trends.

Next Steps:

- District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Training on June 4, 2025.. The Math Coordinators will collaborate with the approved contracted service provider on the planning and content for the leader implementation training during the June training.
- The Math Coordinators and Director of Professional Development will define expectations and outline planning related to conducting learning walks and observation and feedback cycles that will be shared as part of the training content during the June Leadership Training.

Action: Name the observation expectations and responsibilities for instructional coaches.

- Leverage training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.
- Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.
- Leverage the SFI Action Step Guides to provide content-specific feedback to teachers and connect this feedback to planning and internalization when appropriate.

- Support teachers during feedback meetings to examine upcoming lessons to identify opportunities to implement action steps.
- Collect and report data on evidence of internalization in alignment with progress monitoring expectations.

Next Steps: District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Retreat in June and July 2025.

Action: Explain which observation tool(s) will be used.

The Bluebonnet Learning Observation Tools and the FOI Learning Walk Tools will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through feedback to teachers.

Next Steps:

- The Math Coordinators and Director of Professional Development will ensure all district/school leaders and instructional coaches have access to the Bluebonnet Learning observation tool.
 - The Math Coordinators and Director of Professional Development will present and share the FOI Learning Walk Tool to principals at the July Leadership Training and in subsequent Principal PLCs.
-

Action: Decide on the planning regarding the cadence, frequency, and scheduling of classroom walkthroughs.

- All school leaders and instructional coaches will conduct weekly walkthroughs of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools with each teacher receiving at least one observation and feedback cycle session at least once each nine weeks.
- Campus principals and leadership teams will note their observations and feedback through the School Mint platform which will be reviewed quarterly by the Associate Superintendent of Elementary Administration, Assistant Superintendent of Elementary Administration, Elementary and Secondary Math Coordinators, and Director of Professional Development.

Next Steps:

The district will develop the recommended Bluebonnet Walkthrough cycle for the district observation calendar for each campus and share these with campus principals by July 31.

- All elementary school leaders and instructional coaches will conduct weekly observations of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools with each teacher receiving at least one observation and feedback cycle session each nine weeks.

- Campus principals and leadership teams are responsible for providing feedback to teachers on conducted walkthroughs in School Mint
-

Action: Name the requirements for documentation and follow-up.

All Bluebonnet Learning observations will be recorded using the Bluebonnet Learning observation tool and shared with each teacher observed. Documentation can be recorded electronically. All documentation will be uploaded or entered into the district observation platform, School Mint.

Next Steps:

- Create the specific walkthrough observation tool in School Mint.
 - School leaders and instructional coaches will receive training on the effective use of the specified tool.
-

4B. Observation and Feedback Cycles

Develop a plan that supports professional learning and development for school leaders, instructional coaches, and teachers through observation and feedback cycles.

TAKE ACTION: Observation and Feedback Cycle Planning

Topic: School leader and instructional coach training and practice

District/school leaders and instructional coaches will receive training on the Bluebonnet Learning observation tools and have opportunities to practice using the tools. This is outlined in Action 2D: Professional Learning Plan.

Next Steps: Next steps are outlined in Action 2D: Professional Learning Plan.

Topic: Coaching Model

Beaumont ISD school leaders and coaches will use the SFI Action Step Guides in conjunction with the See It, Name It, Do It coaching model to provide feedback and ongoing professional learning and development to teachers implementing Bluebonnet Learning.

Next Steps:

- The Math Coordinators and Director of Professional Development will integrate training on the SFI Action Step Guides in the professional development sessions that leaders and instructional coaches will attend before the start of the school year and again at the mid-point of the school year.
-

Topic: Feedback Cycle Process

Teachers will receive feedback, in person, from their observer at least once each nine weeks using either the SFI Action Step Guide or the See It, Name It, Do It protocol to provide actionable, concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials. Each observer will follow up to observe the action steps in play within ten school days. Feedback and action steps will be recorded on the district observation platform, School Mint.

Next Steps: Associate Superintendent for Elementary Administration, Assistant Superintendent for Secondary Administration, and the district Math Coordinators will meet with campus leaders and instructional coaches to communicate expectations and processes.

Topic: Ongoing, Job-embedded Support

Teachers will receive ongoing, job-embedded support through the process of the nine-week observation and feedback cycles. School leaders and instructional coaches will engage in co-observations through calibrated walkthroughs and coaching sessions with district leadership at least once per semester as part of their leader ongoing, job-embedded support.

Next Steps: Calibrated walkthroughs that include the Associate Superintendent of Elementary Administration, Assistant Superintendent of Secondary Administration, C & I Executive Director, Director of Professional Development, and Elementary and Secondary Math Coordinators will occur at least once per semester to observe at least one full observation and feedback cycle for Bluebonnet Learning.

Topic: Measuring Impact

School leaders and instructional coaches will measure impact based on the data entered in School Mint specific to the action steps identified and the degree that teachers are implementing these actions successfully.

Next Steps:

- Principal supervisors will meet with leadership teams to review the progress monitoring aspects of the action steps provided to teachers during Bluebonnet Learning observation and feedback cycles.
 - The Director of Professional Development will provide opportunities for new leaders to receive training on School Mint, both how to provide effective feedback and leadership action steps based on ongoing feedback.
-

ACTION 5: Aligning Assessment Strategy

5A. Analyzing Assessment Practices

Conduct a current state analysis of assessment practices to prioritize high-impact changes and next steps.

TAKE ACTION: Analyzing Assessment Practices

Task: Conduct a current state analysis of assessments and summarize the takeaways. What is working well? What is an area(s) for improvement?

Response:

- The Executive Director of C & I creates comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and other assessments administered across the district including STAAR, End of Course, and college readiness related assessments.
 - Campuses follow a process of administering common module assessments developed at the district level for each grade level and course in the required curriculum.
 - Teachers and leaders frequently review student data from assessments to determine instructional adjustments and/or student support needed.
-

Task: Identify which **Keys to Success** are currently in place, which are not, and which ones need refining.

Response:

- This assessment vision will need to be refined to reflect Bluebonnet Learning design principles and expectations regarding the use of curriculum-embedded assessments.
- The district will refine their testing calendar to incorporate Bluebonnet Learning assessments.

5B. Structures for Assessment Practices

Develop and communicate expectations that prioritize curriculum-embedded assessments and student work analysis.

TAKE ACTION: Structures for Assessment Practices

Task: Identify a priority action for **curriculum-embedded assessments** based on the current state analysis conducted in Action 5A.

Response:

- Update district assessment calendars to reflect Bluebonnet Learning embedded assessments instead of previously used district benchmarks or campus-created common unit assessments.
- Communicate expectations regarding use of Bluebonnet Learning assessments and the process for any adjustments or modifications.

Task: Identify a priority action for **student work analysis** based on the current state analysis conducted in Action 5A.

Response:

- Facilitated student work analysis sessions will begin no later than October. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation training.
- Teachers and campus leaders will be exposed to the Bluebonnet Learning student work analysis protocol and process during professional development led by approved contracted providers. This protocol will be implemented in the 2025-2026 school year.

Task: Plan next steps that focus on high-impact changes to support effective assessment practices.

Response:

- District leadership will communicate expectations for the usage of Bluebonnet Learning embedded assessments and the process and legal requirements for any adjustments or modifications made to Bluebonnet Learning assessments.
- The Executive Director of C & I will update the district assessment calendars to include Bluebonnet Learning unit assessments and clear windows for administration.

Task: Explain the communication plan for ensuring all school leaders, instructional coaches, and teachers are on the same page regarding curriculum-embedded assessments.

Response:

- The curriculum team will communicate assessment strategy updates and expectations to all school leaders and instructional coaches during the leadership retreat in July.
- All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during onboarding and orientation training.
- Principal supervisors will communicate regularly with school principals the expectation for prioritization of Bluebonnet Learning embedded-assessments, maintenance of assessment integrity, and the use of student work analysis as the primary data analysis process for formative assessments.

Copyright © 2024–25. Texas Education Agency. All Rights Reserved.

II.F.9. Approve 2025-2030 School
Board Outcome Goals and Yearly
Targets



Board Exhibit Cover Sheet

Meeting Date: June 24, 2025

Agenda Item/Exhibit Number: **II.F.9.**

Agenda Item Title: Approve 2025-2030 Board Outcome Goals, Performance Objectives & Yearly Targets

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s):

Executive Summary: House Bill 3 requires school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas: Early Childhood and Mathematics proficiency and College, Career, and Military readiness. The goals must be specific and quantifiable.

Recommendation: The Board adopt the 2025-2030 Board Outcome Goals, annual performance targets, closing the gaps student group targets, and associated yearly performance objectives.

Budget Impact* (if applicable):

Funding Source (if applicable):

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): N/A

Anita Frank

Cabinet Level Presenter's Signature

6/18/2025

Date

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

Date

General Counsel's Signature

Date

**Beaumont Independent School District
Board Outcome Goals, Performance Objectives & Yearly Targets
2025 - 2030**

House Bill 3

House Bill 3 requires school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas:

- Early Childhood Literacy and Mathematics (EC-LM) proficiency
- College, Career, and Military readiness (CCMR)

The goals must be specific and quantifiable (measurable goals)

- Each goal must contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state).
- Annual targets must be included for each goal in addition to the 5-year deadline target.

Goals for Early Childhood Literacy and Mathematics

While 3rd grade is the only grade required for HB 3 goal setting, it is best practice that plans include progress measures for PreK-2nd grade to understand growth toward 3rd grade reading proficiency. This also aligns with the HB 3 mandate that districts use integrated assessments for PreK-3rd grade to diagnose reading development and comprehension.

Recommended Board Action:

It is recommended that the Board adopt the 2025-2030 Board Outcome Goals, annual performance targets, closing the gaps student group targets, and associated yearly performance objectives.

**Beaumont Independent School District's
2025-2030 Board Outcome Goals**

1. The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from **32% to 64%** by June 2030.
2. The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from **26% to 52%** by June 2030.
3. The percentage of graduates that meet the criteria for CCMR will increase from **65% to 90%** by August 2030.
4. Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports. (Community, Parent, Teacher, and Student Perception, SEL, Discipline, Safety Measures)
5. Beaumont ISD will increase the percentage of students in “A or B” rated schools from **15% to 50%** by August 2030.

Early Literacy - Goal 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

Early Childhood Literacy Board Outcome Goal													
The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.													
Yearly Target Goals													
2025 Baseline	2026			2027			2028			2029			2030
32%	36%			42%			48%			56%			64%
Closing the Gaps Student Groups Yearly Targets													
	African American	His.	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Dis.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2025	24%	39%	57%	33%	74%	*	36%	8%	26%	*	30%	*	*
2026	28%	43%	61%	*	78%	*	40%	12%	30%	*	34%	*	*
2027	34%	49%	67%	39%	84%	*	46%	18%	36%	*	40%	*	*
2028	40%	55%	73%	45%	90%	*	52%	24%	42%	*	46%	*	*
2029	48%	63%	81%	53%	98%	*	60%	32%	50%	*	54%	*	*
2030	56%	71%	89%	61%	98%	*	68%	40%	58%	*	62%	*	*

Early Literacy Performance Objectives:

- **Performance Objective 1:** The percent of PreK students meeting grade-level criterion on the CIRCLE assessment in Reading will increase from 78% to 90% by May 2030.
- **Performance Objective 2:** The percent of Kindergarten students meeting grade-level criterion on the mCLASS assessment in Reading will increase from 61% to 86% by May 2030.
- **Performance Objective 3:** The percent of 1st-grade students meeting grade-level criterion on the mCLASS assessment will increase from 59% to 75% by May 2030.
- **Performance Objective 4:** The percent of 2nd-grade students meeting grade-level criterion on the mCLASS assessment will increase from 54% to 64% by May 2030.

Early Math – Goal 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

Early Childhood Math Board Outcome Goal													
The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2025.													
Yearly Target Goals													
2025 Baseline	2026			2027			2028			2029		2030	
26%	30%			35%			40%			46%		52%	
Closing the Gaps Student Groups Yearly Targets													
	African American	His	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Dis.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont . Enrolled
2025	42%	57%	74%	33%	86%	100%	39%	21%	44%	*	54%	*	*
2026	46%	61%	79%	42%	90%	100%	43%	25%	48%	*	58%	*	*
2027	51%	66%	84%	47%	95%	100%	48%	30%	53%	*	63%	*	*
2028	56%	71%	89%	52%	100%	100%	53%	35%	58%	*	68%	*	*
2029	62%	77%	95%	58%	100%	100%	59%	41%	64%	*	74%	*	*
2030	68%	83%	100%	64%	100%	100%	65%	47%	70%	*	80%	*	*

Early Math Performance Objectives:

- **Performance Objective 1:** The percent of PreK students meeting grade-level criterion on the CIRCLE assessment in math will increase from 87% to 95% by May 2030.
- **Performance Objective 2:** The percent of Kindergarten students meeting grade-level criterion on the NWEA Map assessment will increase from 55% to 80% by May 2030.
- **Performance Objective 3:** The percent of 1st-grade students meeting grade-level criterion on the NWEA Map assessment will increase from 42% to 70% by May 2030.
- **Performance Objective 4:** The percent of 2nd-grade students meeting grade-level criterion on the NWEA Map assessment will increase from 38% to 65% by May 2030.

College, Career, and Military Readiness – Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

CCMR Board Outcome Goal													
The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2025.													
Yearly Target Goals													
2025 Baseline	2026	2027	2028	2029	2030								
65%	70%	75%	80%	85%	90%								
Collection Year = 2024	Collection Year = 2025	Collection Year = 2026	Collection Year = 2027	Collection Year = 2028	Collection Year = 2029								
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2025	49.5	57.6%	75.3%	*	84.1%	*	68.8%	87.5%	51.3%	20.0%	39.6%	58%	31.0%
2026	54.5%	62.6%	80.3%	*	89.1%	*	73.8%	92.5%	56.3%	25.0%	44.6%	63.0%	36.0%
2027	59.5%	67.6%	85.3%	*	94.1%	*	78.8%	97.5%	61.3%	30.0%	49.6%	68.0%	41.0%
2028	64.5%	72.6%	90.3%	*	99.1%	*	83.8%	100.0%	66.3%	35.0%	54.6%	73.0%	46.0%
2029	69.5%	77.6%	95.3%	*	100.0%	*	88.8%	100.0%	71.3%	40.0%	59.6%	78.0%	51.0%
2030	74.5%	82.6%	100.0%	*	100.0%	*	93.8%	100.0%	76.3%	45.0%	64.6%	83.0%	56.0%

College, Career, and Military Readiness Performance Objectives:

- **Performance Objective 1:** The percent of CCMR students that meet TSI criteria for Math and English Language Arts on SAT, ACT, or TSIA2 will increase from 20% to 45% by August 2030.
- **Performance Objective 2:** The percent of annual graduates who earn a 3 or better on any AP exam will increase from 7% to 15% by August 2030.
- **Performance Objective 3:** The percent of students who earn at least 3 college hours in math and/or English, or a total of 9 or more college hours across any subject area will increase from 11% to 28% by August 2030.
- **Performance Objective 4:** The percent of students who earn an industry-based certification will increase from 23% to 43% by August 2030.

Additional Board Goals

Goal 4: Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports. (Community, Parent, Teacher, and Student Perception, Social Emotional Learning (SEL), Discipline, Safety Measures)

Performance Objective 1: Community Perception

By 2030, 85% of community members and parents will recommend BISD to a family member or friend.

Yearly Targets					
2025 Baseline	2026	2027	2028	2029	2030
79%	81%	82%	83%	84%	85%

Performance Objective 2: SEL/Student Perception

The number of students who feel safe in school will increase from 74% to 85% by 2030.

Yearly Targets					
2025 Baseline	2026	2027	2028	2029	2030
74%	77%	79%	81%	83%	85%

Performance Objective 3: SEL/Student Perception

The number of students who report being supported by a trusted adult at school will increase from 83% to 90% by 2030.

Yearly Targets					
2025 Baseline	2026	2027	2028	2029	2030
83%	86%	87%	88%	89%	90%

Performance Objective 4: SEL/Student Perception

The number of students who report being able to self-regulate will increase from 44% to 70% by 2030.

Yearly Targets					
2025 Baseline	2026	2027	2028	2029	2030
44%	50%	55%	60%	65%	70%

Performance Objective 5: Discipline

By 2030, discipline referrals will decrease by 15%.

Yearly Targets					
2025 Baseline	2026	2027	2028	2029	2030
24-25 EOY (18,741) w/o tardies (64,254) with tardies	3%	6%	9%	12%	15% (15,930)

Performance Objective 6: Safety Measures

By 2030, 90% of TEA safety mandates will be implemented.

Yearly Targets					
2025 Baseline	2026	2027	2028	2029	2030
60%	65%	70%	80%	85%	90%

Goal 5: Beaumont ISD will increase the percentage of students in “A or B” rated schools from 15% to 50% by August 2030.

Performance Objective 1: BISD will increase the percentage and number of students in “A and B” schools from 15% to 50%.

Yearly Targets					
2025 Baseline	2026	2027	2028	2029	2030
15%	22%	29%	36%	43%	50%



School Board Monitoring Calendar 2025-2026

Board Meeting Month	Goal/Performance Objective
August 2025	Goal 5 Preliminary STAAR Data
September 2025	Goal 3 CCMR
October 2025	Goal 1 (BOY mClass), Goal 2 (BOY NWEA Map), Goal 4 Discipline
November 2025	Goals 1, 2 & 5 District and Campus Improvement Plans
December 2025	Goal 4 Vision Week
January 2026	
February 2026	Goal 1 (MOY mClass), Goal 2 (MOY NWEA Map), Annual Report
March 2026	Goal 3 CCMR
April 2026	Goal 4 Discipline
May 2026	
June 2026	Goal 1 (EOY mClass), Goal 2 (EOY NWEA Map), Goal 4 Discipline
July 2026	

III. ADJOURNMENT