

## Regular Meeting

Thursday, February 19, 2026 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.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.b.1.1. Superintendent Summative Evaluation

##### I.A.1.c. SAFETY & SECURITY

I.A.1.c.1. Safety & Security Audit - Facility Summary Report

##### I.A.1.d. REAL ESTATE

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

I.A.1.e. ECONOMIC DEVELOPMENT

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

II. REGULAR OPEN BOARD MEETING

II.A. INTRODUCTION OF REGULAR MEETING

II.A.1. United States and Texas  
Pledges 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 Report: MOY Data



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** School Board Outcome Goals Progress Monitoring Report: MOY Data

**Cabinet Level Presenter(s):** Dr. Anita Bruton (Frank)

**Additional Presenter(s):** Jenny Angelo, Valerie Maclin, Danielle Guidry, and Gwen Sharp

**Executive Summary:** The School Board Outcome Goals Progress Monitoring Report provides an update on the progress the District is making toward reaching the Early Literacy and Early Math targets for the 2025-2026 school year. Data from the CLI, mClass, and NWEA Map MOY assessments in grades PK-5 are provided.

**Recommendation:** Information Only

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

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

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

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

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

*Anita Frank*

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

2/11/26

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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General Counsel's Signature

\_\_\_\_\_  
Date

# Board Outcome Goal

Progress Monitoring Report: MOY Data

February 19, 2026



## BOARD OUTCOME GOALS 2025 – 2030



1. The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from **32% to 64%** by **June 2030**.  
**\*(Approaches will increase from 60% to 80%)**
2. The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from **26% to 52%** by **June 2030**.  
**\*(Approaches will increase from 49% to 70%)**
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.
5. Beaumont ISD will increase the percentage of students in "A or B" rated schools from **15% to 50%** by **August 2030**.



# Middle of the Year (MOY) Data



## Sources of Data

### RLA

- ◆ CLI Engage (PK)
- ◆ MOY mCLASS Assessments (K-5)

### Math

- ◆ CLI Engage (PK)
- ◆ MOY NWEA MAP (K-5)



# Reading MOY Data



CLI engage

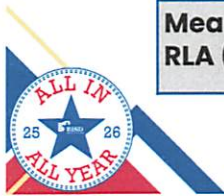
mCLASS<sup>®</sup>  
★ TEXAS



## Goal 1: SUMMARY READING PERFORMANCE OBJECTIVE TARGETS



Performance Objective	2025 Baseline	2026	2027	2028	2029	2030
Measure 1: PK RLA (CIRCLE)	78%	80%	82%	84%	87%	90%
Measure 2: K RLA (mClass)	61%	66%	71%	76%	81%	86%
Measure 3: 1st RLA (mClass)	59%	62%	65%	68%	71%	75%
Measure 4: 2nd RLA (mClass)	54%	56%	58%	60%	62%	64%



### Pre-Kindergarten Reading Data CLI Engage/CIRCLE



2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	986	55%	13%	32%
MOY	995	71% (+16)	20% (+7)	9% (-23%)

2026 At/Above Tier 1 Target Goal= 80%





### Kindergarten Reading Data mCLASS

2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,022	41%	18%	41%
MOY	990	48% (+7)	16% (-2)	36% (-5)

**2026 At/Above Tier 1 Target Goal= 66%**

WWW.BMTISD.COM



### 1st Grade Reading Data mCLASS

2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,084	39%	16%	45%
MOY	1,063	44% (+5)	13% (-3)	43% (-2)

**2026 At/Above Tier 1 Target Goal= 62%**

WWW.BMTISD.COM





**2nd Grade Reading Data**  
**mCLASS**

2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,133	43%	12%	45%
MOY	1,093	48% (+5)	13% (+1)	39% (-6)

**2026 At/Above Tier 1 Target Goal= 56%**

WWW.BMTISD.COM



**3rd Grade Reading Data**  
**mCLASS**

2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,070	44%	17%	39%
MOY	1,056	*51% (+7)	13% (-4)	36% (-3)

**2026 At/Above Tier 1 Target Goal= 51%**

WWW.BMTISD.COM



**4th Grade Reading Data**  
**mCLASS**



2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,142	48%	22%	30%
MOY	1,108	55% (+7)	14% (-8)	31% (+1)

**2026 At/Above Tier 1 Target Goal= 56%**

WWW.BMTISD.COM



**5th Grade Reading Data**  
**mCLASS**



2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,144	37%	21%	42%
MOY	1,131	42% (+5)	15% (-6)	43% (+1)

**2026 At/Above Tier 1 Target Goal= 51%**

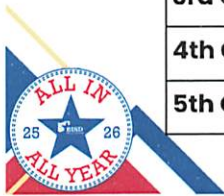
WWW.BMTISD.COM



# MOY CLI/mCLASS READING DATA



mCLASS	% Tier I At/Above BOY	% Tier I At/Above MOY	% Tier 2 Below BOY	% Tier 2 Below MOY	% Tier 3 Well Below BOY	% Tier 3 Well Below MOY
Pre-K (CLI)	55%	71% ↑	13%	20%	32%	9% ↓
Kinder	41%	48% ↑	18%	16%	41%	36% ↓
1st Grade	39%	44% ↑	16%	13%	45%	43% ↓
2nd Grade	42%	48% ↑	12%	13%	46%	39% ↓
3rd Grade	44%	51% ↑	17%	13%	39%	36% ↓
4th Grade	49%	55% ↑	21%	13%	30%	41% ↑
5th Grade	37%	42% ↑	21%	15%	42%	43% ↑



# MATH MOY Data



cliengage

nwea  
map®



## Goal 2: SUMMARY MATH PERFORMANCE OBJECTIVE TARGETS



Performance Objective	2025 Baseline	2026	2027	2028	2029	2030
Measure 1: PK Math (CIRCLE)	87%	89%	91%	93%	94%	95%
Measure 1: K Math (NWEA)	55%	59%	64%	69%	74%	80%
Measure 2: 1st Math (NWEA)	42%	47% (65%)	52%	58%	64%	70%
Measure 3: 2nd Math (NWEA)	38%	43% (53%)	48%	53%	59%	65%



### Pre-Kindergarten Math Data CLI Engage/CIRCLE



2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	986	71%	9%	20%
MOY	995	83% (+12)	13% (+4)	4% (-16)

2026 At/Above Tier 1 Target Goal= 89%



**Kindergarten Math Data  
NWEA Map**



2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,008	55%	24%	21%
MOY	992	56% (+1)	19% (-5)	25% (+4)

**2026 At/Above Tier 1 Target Goal= 59%**

WWW.BMTISD.COM



**1st Grade Math Data  
NWEA Map**



2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,070	60%	15%	25%
MOY	1,059	53% (-7)	23% (+8)	24% (-1)

**2026 At/Above Tier 1 Target Goal= 47%**  
**Revised to 65% based on 25-26 MOY Data**

WWW.BMTISD.COM





**2nd Grade Math Data  
NWEA Map**

2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,072	46%	26%	28%
MOY	1,104	*55% (+9)	22% (-4)	23% (-5)

**2026 At/Above Tier 1 Target Goal= 43%**  
**Revised to 53% based on MOY Data**

WWW.BMTISD.COM



**3rd Grade Math Data  
NWEA Map**

2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,075	55%	22%	23%
MOY	1,087	54% (-1)	22% (-)	24% (+1)

**2026 At/Above Tier 1 Target Goal= 62%**

WWW.BMTISD.COM





**4th Grade Math Data  
NWEA Map**

2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,108	51%	24%	25%
MOY	1,138	50% (-1)	21% (-3)	29% (+4)

**2026 At/Above Tier 1 Target Goal= 58%**

WWW.BMTISD.COM



**5th Grade Math Data  
NWEA Map**

2025-2026	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY	1,138	50%	23%	27%
MOY	1,128	50% (-)	21% (-2)	29% (+2)

**2026 At/Above Tier 1 Target Goal= 57%**

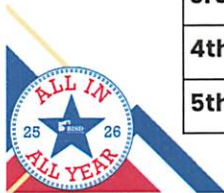
WWW.BMTISD.COM



# MOY CLI/NWEA MAP MATH DATA



NWEA Map	% Tier 1 At/Above BOY	% Tier 1 At/Above MOY	% Tier 2 Below BOY	% Tier 2 Below MOY	% Tier 3 Well Below BOY	% Tier 3 Well Below MOY
Pre-K (CLI)	55%	83% ↑	13%	13%	32%	4% ↓
Kinder	55%	56% ↑	24%	19%	21%	25% ↑
1st Grade	60%	53% ↓	15%	23%	25%	24% ↓
2nd Grade	46%	55% ↑	26%	22%	28%	23% ↓
3rd Grade	55%	54% ↓	22%	22%	23%	24% ↑
4th Grade	51%	50% ↓	24%	21%	25%	29% ↑
5th Grade	50%	50% =	23%	21%	27%	29% ↑



## Key Actions: K-1 Reading



### Phonics Instruction and Foundational Skills

- **Instructional Focus**

- Maintain explicit, systematic instruction in phonological awareness, phonics, and early reading behaviors
- Continue vertical alignment to the Science of Teaching Reading (I Do/We Do/You Do) from Pre-K through 1st grade
- Maintain daily targeted 20 min. Tier 2 and Tier 3 instruction during intervention and small-group blocks

- **Implementation**

- Continue implementation of data-driven small groups using CLI Engage and mCLASS diagnostics along with high fidelity phonics instruction to close skill gaps



# Key Actions: 2–5 Reading



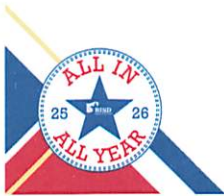
## Phonics Instruction and Foundational Skills

- **Instructional Focus**

- Maintain 45 minutes of daily phonics instruction within the core RLA block for grades 3–5

- **Implementation**

Continue using scripted phonics lessons while integrating comprehension skills throughout the year to further close learning gaps.



# Key Actions: All Grade Levels Reading



## AMIRA AI Reading Tutor Implementation

- Continue implementation of the AMIRA AI Reading Tutor, which will also support HB 1416 students in elementary schools.
- AMIRA is available for all K–5 students to use during intervention and small-group instruction.
- District-wide reading challenges have been launched to increase student engagement and usage across all grade levels.

## Monitoring Student Growth

- Use mCLASS DIBELS data and the Branching Minds MTSS platform to monitor student progress every 4–6 weeks.

## Professional Development

- Training for all teachers provided during District PD on February 17 and through after-school follow-up sessions.



## Key Actions: K-5 Math



### Implementation of Math Catalyst

- Campus instructional coaches completed online PD and turn key training to teachers by Jan. 30
- District-wide Implementation for Grades K-5 began first week of February
- Instructional strands selected using NWEA MOY to address priority gaps and pre-teach upcoming concepts
- A dedicated 30-minute small group block embedded within the 90-minute Math block
- Ongoing progress monitoring using Math Catalyst Progress Checks and Observational Data Recording Sheets



## Key Actions: K-5 Math



### Build Teacher Capacity in Instructional Delivery

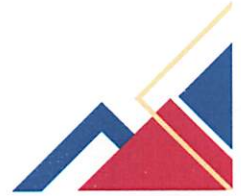
- Added targeted professional learning day in response to Grade 1 MOY data
  - Structured lesson rehearsal, feedback, and refinement to improve instructional delivery and student engagement

### Increase Student Practice Through Zearn

- Leverage Zearn to provide standards-aligned practice
- Launch a districtwide Zearn contest to motivate students to complete additional lessons
- Encourage consistent Zearn usage during designated math practice time, as well as at home
- Monitor student progress through Zearn completion and lesson data



# QUESTIONS?



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:** February 19, 2026

**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

2/10/2026  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## Tax Collection Report

January 31, 2026

	Taxes Collected			
	1/31/26		1/31/25	
	M & O	I & S	M & O	I & S
Current	45,869,752.39	9,659,261.26	52,976,551.45	13,797,440.08
Delinquent	153,631.18	37,256.72	104,596.06	31,693.97
Penalties & Interest	69,393.06	17,494.07	76,179.71	20,968.87
<b>Totals</b>	<b>46,092,776.63</b>	<b>9,714,012.05</b>	<b>53,157,327.22</b>	<b>13,850,102.92</b>

Current Taxes			
Tax Levy	Collections for 01/31/2026	YTD Current Collections	Collected Percentage
132,206,643.25	55,529,013.65	85,855,289.96	64.94%

Two Year Comparison	
Current Year as of 01/31/2026	Prior Year as of 01/31/2025
64.94%	76.71%

**AGENDA:**  
February 19, 2026

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



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

**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

2/10/2026  
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  
January 31, 2026

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
<b>REVENUES</b>					
Property Tax Collection (including delinquencies)	106,383,939	46,092,777	72,553,898	0	33,830,041
Sources of Misc Income (Foreign Trade Zone, Athletics...)	14,432,231	2,138,349	8,749,987	-34,786	5,717,030
State Program Revenues	69,274,786	0	61,498,029	0	7,776,757
Federal Program Revenues	2,373,361	81,779	921,433	0	1,451,928
Other Financing Sources	130,000	521	38,996	0	91,004
<b>Total Revenues</b>	<b>192,594,317</b>	<b>48,313,425</b>	<b>143,762,343</b>	<b>-34,786</b>	<b>48,866,759</b>
<b>EXPENDITURES</b>					
11 Classroom	96,863,786	7,859,261	52,488,193	352,207	44,023,386
12 Library	1,349,747	133,414	729,500	14,075	606,172
13 Staff Development	902,650	32,221	375,410	65,813	461,426
21 Asst Sups, Directors, Supervisors, Curriculum Coordinators	4,262,233	261,193	2,008,668	90,064	2,163,501
23 Principal, Asst. Principals, Office Clerical	11,517,776	886,166	6,292,657	88,331	5,136,788
31 Counselors	10,102,876	829,838	5,717,139	27,110	4,358,626
32 Social Workers	259,917	21,753	170,228	0	89,689
33 Nurses	2,655,833	210,777	1,323,958	7,977	1,323,898
34 Transportation	7,546,406	619,489	5,052,768	385,623	2,108,015
36 Extracurricular	8,242,334	441,088	3,400,337	641,512	4,200,485
41 Administration	7,890,106	380,584	3,868,110	207,598	3,814,398
51 Maintenance and Utilites	28,351,895	1,433,781	11,683,433	1,571,029	15,097,433
52 Police and Monitoring Services	4,733,779	348,961	2,698,081	60,878	1,974,820
53 Data Processing Personnel	4,442,066	119,947	2,542,650	127,463	1,771,953
61 Parent involvement Liaisons, Day Car Workers	301,617	13,220	124,175	1,099	176,343
71 Debt Service	1,114,965	0	1,114,964	0	1
93 Fiscal Agent - Shared Service for Deaf Program	401,950	0	0	0	401,950
95 Juvenile Justice Alternative Ed Program	161,860	0	161,860	0	0
99 Other Intergovernmental Charges	3,683,301	0	564,515	0	3,118,786
<b>Total Expenditures</b>	<b>194,785,097</b>	<b>13,591,693</b>	<b>100,316,649</b>	<b>3,640,780</b>	<b>90,827,668</b>
<b>Net increase (decrease)</b>	<b>(2,190,780)</b>				

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



# Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

**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

2/10/2026  
Date

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

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

**CAMPUS ACTIVITY FUNDS  
BUDGET CHANGE REPORT - JANUARY 2026**

<u>Revenues</u>		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
Local Revenue - Other Sources	461.00.5749.00	280,521	204,162	484,683
<b><u>Expenditures</u></b>				
	<b><u>School Leadership</u></b>			
West Brook High School	461.XX.6499.00.008.00.000	48,796	51,593	100,389
Beaumont United High School	461.XX.6499.00.014.00.000	43,863	14,436	58,299
Smith Middle School	461.XX.6499.00.042.00.000	1,805	8,111	9,916
Marshall Middle School	461.XX.6499.00.046.00.000	12,444	15,343	27,787
Odom Academy	461.XX.6499.00.047.00.000	13,361	8,717	22,078
Vincent Middle School	461.XX.6499.00.048.00.000	12,239	1,678	13,917
Amelia Elementary	461.XX.6499.00.101.00.000	878	2,128	3,006
Caldwood Elementary	461.XX.6499.00.104.00.000	8,365	6,976	15,341
Curtis Elementary	461.XX.6499.00.105.00.000	6,641	9,964	16,605
Fletcher Elementary	461.XX.6499.00.110.00.000	15,383	24,583	39,966
Guess Elementary	461.XX.6499.00.112.00.000	4,954	3,730	8,684
Regina Howell Elementary	461.XX.6499.00.118.00.000	52,378	23,500	75,878
Homer Drive Elementary	461.XX.6499.00.123.00.000	1,020	1,960	2,980
Pietzsch Elementary	461.XX.6499.00.125.00.000	2,284	4,119	6,403
Dishman Elementary	461.XX.6499.00.126.00.000	1,441	3,083	4,524
Blanchette Elementary	461.XX.6499.00.127.00.000	1,568	2,385	3,953
Martin Elementary	461.XX.6499.00.128.00.000	1,730	1,185	2,915
Jones Clark Elementary	461.XX.6499.00.129.00.000	12,757	1,773	14,530
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	3,728	2,530	6,258
Fehl Price Elementary	461.XX.6499.00.131.00.000	1,742	90	1,832
Bingman Pre-K Center	461.XX.6499.00.132.00.000	784	60	844
Pathways Learning Center	461.XX.6499.00.006.00.000	50	145	195
Career and Technical Center	461.XX.6499.00.009.00.000	18,579	10,812	29,391
Brown Center	461.XX.6499.00.012.00.000	977	405	1,382
Transportation Dept	461.XX.6499.00.920.00.000	969	410	1,379
Maintenance Dept	461.XX.6499.00.819.00.000	316	51	367
SSA Deaf Program	461.XX.6499.00.838.00.000	51	-	51
Administration Building	461.XX.6499.00.842.00.000	3,372	75	3,447
Admin. Annex Building	461.XX.6499.00.843.00.000	262	77	339
Police Dept.	461.XX.6499.00.850.00.000	307	-	307
King Collegiate Academy	461.XX.6499.00.013.00.000	7,457	4,243	11,700
Fine Arts Department	461.XX.6499.00.849.00.000	20	-	20
	<b>Total Expenditures</b>	<b>280,521</b>	<b>204,162</b>	<b>484,683</b>
<b>BUDGET CHANGE</b>				
	Total Revenues	280,521	204,162	484,683
	Total Expenditures	(280,521)	(204,162)	(484,683)
	Adjusted Surplus	-	-	-

**DONATION REPORT - JANUARY 2026  
MONETARY DONATIONS**

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
Fontenot, Catherine	Career & Technical Center	865.00.2190.00.009.00.S38	\$ 50
Pride of Beaumont Lodge No 291	Beaumont United High School	865.00.2190.00.014.00.A74	250
Pride of Beaumont Lodge No 291	Beaumont United High School	865.00.2190.00.014.00.S66	250
Bison Specialty Services	Sallie Curtis Elementary School	461.00.5749.00.105.00.C47	1000
Ali Osman, MD	Regina Howell Elementary School	199.23.6499.01.118.99.308	250
The Premcor Refining Group	Regina Howell Elementary School	199.23.6499.01.118.99.308	500

**Total Monetary Donations**    \$ 2,300

**DONATION REPORT - JANUARY 2026  
RECORD OF DONATED ITEMS**

<u>Donor Name/Organization</u>	<u>SAF Club/Department</u>	<u>Description of Items</u>	<u>Estimated Value</u>
Diana Valdez	King Collegiate Academy	Piano and Piano Bench	1,150

**CAMPUS ACTIVITY FUND  
EXPLANATION OF AMENDMENTS  
JANUARY 2026**

<b>West Brook High School</b>	<b>\$ 51,593.00</b>
<b>Explanation:</b> Car Registrations, AP Exams, Commissions/Vending Machines, ID Fines, Program Ads, Chromebook Fees	
<b>Beaumont United High School</b>	<b>\$ 14,436.00</b>
<b>Explanation:</b> ID Fines, Car Registration, ID Fines, Chromebook Fees, YONDR Pouch Fines, Commissions/Vending Machines	
<b>Smith Middle School</b>	<b>\$ 8,111.00</b>
<b>Explanation:</b> Commissions/Vending Machines, YONDR Pouch Fines, Fundraiser Proceeds	
<b>Marshall Middle School</b>	<b>\$ 15,343.00</b>
<b>Explanation:</b> Chromebook Fees, ID Fines, Commissions/Vending Machines, Book Fair	
<b>Odom Academy</b>	<b>\$ 8,717.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Chromebook Fees, YONDR Pouch Fines	
<b>Vincent Middle School</b>	<b>\$ 1,678.00</b>
<b>Explanation:</b> Cell Phone Fines, Chromebook Fees, YONDR Pouch Fines	
<b>Amelia Elementary</b>	<b>\$ 2,128.00</b>
<b>Explanation:</b> Donation, Library Fines, Cell Phones, Smart Card ID Fees, Chromebook Fees	
<b>Caldwood Elementary</b>	<b>\$ 6,976.00</b>
<b>Explanation:</b> Chromebook Fees, Library Fines, Smart Card ID, Donation	
<b>Curtis Elementary</b>	<b>\$ 9,964.00</b>
<b>Explanation:</b> Chromebook Fees, Library Fines, ID Fines, Book Fair	
<b>Fletcher Elementary</b>	<b>\$ 24,583.00</b>
<b>Explanation:</b> Chromebook Fees, Cheer Package Payments, Library Fines, Fundraiser Proceeds	
<b>Guess Elementary</b>	<b>\$ 3,730.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Chromebook Fees, Smart Card ID Fees	
<b>Regina Howell Elementary</b>	<b>\$ 23,500.00</b>
<b>Explanation:</b> Chromebook Fees, Fundraiser Proceeds	
<b>Homer Drive Elementary</b>	<b>\$ 1,960.00</b>
<b>Explanation:</b> Fundraiser Proceeds, Donation	
<b>Pietzsch Elementary</b>	<b>\$ 4,119.00</b>
<b>Explanation:</b> Chromebook Fees, YONDR Pouch Fines, Commissions/Vending Machines, Library Fines	
<b>Dishman Elementary</b>	<b>\$ 3,083.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Chromebook Fees, ID Fines	
<b>Blanchette Elementary</b>	<b>\$ 2,385.00</b>
<b>Explanation:</b> Chromebook Fees, ID Fines	
<b>Martin Elementary</b>	<b>\$ 1,185.00</b>
<b>Explanation:</b> Library Fines, Commissions/Vending Machines, Smart ID Fees, Chromebook Fees	

**CAMPUS ACTIVITY FUND  
EXPLANATION OF AMENDMENTS, CONTINUED  
JANUARY 2026**

<b>Jones-Clark Elementary</b>	<b>\$ 1,773.00</b>
<b>Explanation:</b> Chromebook Fees, Commissions/Vending Machines	
<b>Charlton-Pollard Elementary</b>	<b>\$ 2,530.00</b>
<b>Explanation:</b> Library Fines, Commissions/Vending Machines, ID Fines, Smart Card ID Fees, Chromebook Fees	
<b>Fehl Price Elementary</b>	<b>\$ 90.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Bingman Pre-K Center</b>	<b>\$ 60.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Pathways Learning Center</b>	<b>\$ 145.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Career and Technical Center</b>	<b>\$ 10,812.00</b>
<b>Explanation:</b> Cell Phone Fines, CTE Program Proceeds	
<b>Brown Center</b>	<b>\$ 405.00</b>
<b>Explanation:</b> Chromebook Fees, Donation, YONDR Pouch Fines	
<b>Transportation Dept</b>	<b>\$ 410.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Maintenance Dept</b>	<b>\$ 51.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Administration Building</b>	<b>\$ 75.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Admin. Annex Building</b>	<b>\$ 77.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Police Dept.</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>King Collegiate Academy</b>	<b>\$ 4,243.00</b>
<b>Explanation:</b> Chromebook Fees, Car Registration, Library Fines, YONDR Pouch Fines	
<b>School for the Deaf (Deaf Ed.)</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Fine Arts Department</b>	<b>\$ -</b>
<b>Explanation:</b>	

II.D.5. Report - Curtis Elementary  
Emergency Repairs



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Report - Sallie Curtis Elementary Emergency Repairs

**Cabinet Level Presenter(s):** Randall Maxwell

**Additional Presenter(s):** Mark McClelland

**Executive Summary:** On January 30, 2026 the Board passed an emergency resolution concerning the Sallie Curtis water pipe breakage. The Board granted the Superintendent, or her designee, the authority to procure, negotiate, and execute contracts for goods and services required to address, prevent, and repair damage to Sallie Curtis Elementary school. The project has now been completed, and the Superintendent has provided the Board with a detailed report on all related purchases and actions.

**Recommendation:** N/A

**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

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

  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

# Sallie Curtis Emergency Repairs



## Background

- On January 30<sup>th</sup>, we received notification of water intrusion at Curtis Elementary in the mechanical room, spreading into the hallway.
- The source of the intrusion was discovered to be from a fire riser pipe supplying the sprinkler system.
- Water was shut off to the building to prevent further water damage.
- Students were unable to attend school on that day because of the unknown severity of the damages and fire hazard risk.



# Sallie Curtis Emergency Repairs



## Corrective Action

- Coastal Sprinkler and Plumbing Specialties were contacted. Coastal Sprinkler exposed both the water main and sprinkler riser and completed the repairs to the fire main. Plumbing Specialties followed up with repairs to the water main.
- Plumbing Specialties: Repaired the water line, backfilled ditches, poured concrete, hauled off debris, and cleaned up the mechanical room.
- Preferred: Provided materials and labor to saw-cut and remove three 2 x 2 holes in the existing slab to allow access to the subgrade. Supply materials and labor to dowel into the existing structure with #4 rebar at 12 inches on center, and then pour back with bagged cement concrete. Ensure all construction-related debris associated with this project is cleaned up.
- Fittz & Shipman, Inc. The existing structural members are in excellent working condition; however, the slab will need to be saw-cut, and the water main must be exposed for repair. I have attached a sketch detailing how to fill in and patch the slab after the main has been repaired. We recommend contacting a foundation repair company to fill the voids created by the water eroding the soil beneath the slab. Once the voids are filled, the cracks that formed in the slab can be sealed with epoxy.



# Sallie Curtis Emergency Repairs

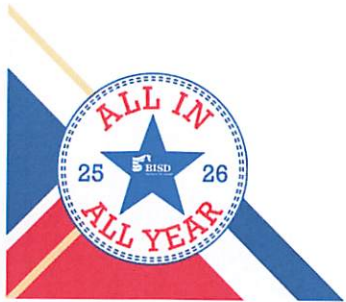


# Sallie Curtis Emergency Repairs



## Cost Breakdown as of 2/12/26

Coastal Sprinkler	in progress
Plumbing Specialties	\$9,484.04
Fittz & Shipman	\$4,500.00
Preferred Facilities	<u>\$3,752.94</u>
TOTAL	\$17,736.98



II.D.6. Districtwide Intruder  
Detection & Audit Report Findings

II.D.7. Update from Facilities  
Subcommittee

II.E. CONSENT AGENDA

II.E.1. Minutes of January 22, 2026,  
Regular Meeting and January 30,  
2026, Emergency Meeting.

II.E.2. Approve Personnel  
Recommendations

II.E.3. Approve Proposed Library  
Materials as a Requirement of SB13



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Approval of Proposed Library Materials as a Requirement of SB 13

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

**Additional Presenter(s):**

**Executive Summary:** In accordance with Senate Bill 13, each time a school library catalog is updated, the Board of Trustees must approve or reject the list of proposed library materials at the first open meeting held at least 30 days after the list is made available to the public. The list of books proposed for purchase for district libraries was posted on the district website at least 30 days prior to this month's board meeting date at <https://www.bmtisd.com/family/academics/library-services>. As library titles are requested by campuses throughout the year, updated lists will be compiled and publicly posted for the required 30-day review period before being presented to the Board for consideration and approval.

**Recommendation:** To approve the proposed library titles as required by Senate Bill 13


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

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

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

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

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

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

February 10, 2026  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

Elementary & Middle School

Title	Series Title	Author	ISBN Vendor Binding	ISBN Hardback Library Binding	ISBN Hardback	ISBN Paperback	Format
A big beaked, big bellied bird named Bill	Big Bill and Buddies	Watkins, Greg			9.78159E+12		Hardcover
A crab in the cab	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12		9.7816E+12	Hardcover (library binding)
A cub in the tub	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12		9.7816E+12	Hardcover (library binding)
A flag for Juneteenth		Taylor, Kim			9.78082E+12		Hardcover
A is for apple							Toy/Moveable
A new friend		Blevins, Wiley	9.8E+12			9.7804E+12	FollettBound Sewn
Alice's Wonderland Bakery. Meet Alice	World of Reading: Level Pre-1	Hapka, Cathy	9.8E+12	9.7811E+12		9.7814E+12	FollettBound Sewn
Alone together	Goose and Bear Stories	Bloom, Suzanne	9.8E+12		9.78162E+12	9.7817E+12	FollettBound Sewn
Am I a color too?		Cole, Heidi			9.78097E+12		Hardcover
Amanda Gorman	Biographies (Capstone)	Jones-Radgowski, Jehan		9.7817E+12		9.7817E+12	Paperback
Ana's smart move	ISTE Digital Explorers	Miller, Shannon		9.7989E+12		9.7989E+12	Paperback
Andy (that's my name)		DePaola, Tomie			#####	9.7815E+12	Hardcover
Angelina Ballerina and the tea party	Ready-To-Read: Level 1- Angelina Ballerina		9.8E+12		9.78153E+12	9.7815E+12	FollettBound Sewn

## Elementary & Middle School

Animal homes	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee		9.7989E+12		9.7989E+12	Hardcover (library binding)
Animal tracks	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee		9.7989E+12		9.7989E+12	Hardcover (library binding)
Banana Fox and the gummy monster mess	Banana Fox	Kochalka, James	9.8E+12		9.78134E+12	9.7813E+12	Hardcover
Baxter is missing	Owl Diaries	Elliott, Rebecca	9.8E+12	9.7811E+12		9.7813E+12	Hardcover (library binding)
Bayard Rustin	Leaders Like Us	Miller, J. P	9.8E+12			9.7817E+12	FollettBound Sewn
Be a king : Dr. Martin Luther King Jr.'s dream and you		Weatherford, Carole Boston	9.8E+12		9.7808E+12	9.7815E+12	FollettBound Sewn
Bear's lost glasses		Timmers, Leo	9.8E+12		9.78178E+12		FollettBound Sewn
Because I Love You So Much		Van Genechten, Guido					Board Book
Because of Winn- Dixie		DiCamillo, Kate	97817137 56217		9781536214345	97815362143 52	FollettBound Glued
Ben's hen	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12		9.7816E+12	Hardcover (library binding)
Best neighborhood ever	Katie Woo's Neighborhood	Manushkin, Fran	9.8E+12			9.7815E+12	Paperback
Between Two Brothers		Allen, Crystal	9.8E+12		9.78006E+12	9.7801E+12	Paperback
Big bear, small mouse	Bear and Friends	Wilson, Karma			9.78148E+12		Hardcover
Big dog-- little dog	Beginner Books	Eastman, P. D	9.8E+12		9.78038E+12		Hardcover

## Elementary & Middle School

Birds	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee			9.7989E+12	9.7989E+12	Hardcover (library binding)
Biscuit and friends visit the community garden	I Can Read! Level 1: Biscuit	Capucilli, Alyssa Satin				9.78006E+12	Hardcover
Biscuit and friends. A day at the aquarium	I Can Read! Level 1: Biscuit	Capucilli, Alyssa Satin	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
Blue & Bertie		Litten, Kristyna				9.78148E+12	Hardcover
Blue hat, green hat		Boynton, Sandra					Board Book
Bo and the dragon-pup	Branches: Unicorn Diaries	Elliott, Rebecca	9.8E+12			9.7813E+12	FollettBound Sewn
Bo the brave	Branches: Unicorn Diaries	Elliott, Rebecca	9.8E+12			9.7813E+12	FollettBound Sewn
Booker T. Washington	My Itty-Bitty Bio	Haldy, Emma E	9.8E+12	9.7816E+12		9.7816E+12	FollettBound Sewn
Boycott blues : how Rosa Parks inspired a nation		Pinkney, Andrea Davis	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
Brave as a mouse		Carozzi, Nicolo				9.78059E+12	Hardcover
Brianna's Butterfly Discovery	ISTE Digital Explorers	McClintock Miller, Shannon			9.7989E+12	9.7989E+12	Paperback
Broken crayons still color		Collier, Toni J				9.7814E+12	Hardcover
Brownie & Pearl go for a spin	Brownie & Pearl	Rylant, Cynthia	9.8E+12		#####	9.7815E+12	Hardcover

**Elementary & Middle School**

Brownie & Pearl hit the hay	Brownie & Pearl	Rylant, Cynthia	9.8E+12		#####	9.7814E+12	Hardcover
Bubblegum shoes	Bubblegum shoes	Moldavsky, Goldy					Hardcover
Camel spider vs. black fat-tailed scorpion	Torque: Animal Battles	Sommer, Nathan		9.7989E+12		9.7989E+12	Hardcover (library binding)
Camp Monster	Camp Monster	Messner, Kate			9.78155E+12		Hardcover
Carly's Tough Task	ISTE Digital Explorers	McClintock Miller, Shannon		9.7989E+12		9.7989E+12	Paperback
Catch it, Jess! ; & Cat nap	Early Bird Stories: Red	Dale, Katie				9.7815E+12	Paperback
Cathy Hughes	Leaders Like Us	Miller, J. P	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Sewn
Celebrate Martin Luther King Jr. Day	First Facts: U.S. Holidays	Lee, Sally		9.782E+12		9.782E+12	Paperback
Celebrating families around the world	How the World Celebrates	Kleiman, Jennifer		9.7817E+12		9.7817E+12	Hardcover (library binding)
Chap's cap	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12			Hardcover (library binding)
Charlotte's web		White, E. B			9780063440159		Hardcover
Charlotte's web		White, E. B	9780329549077	9780060263867	9780060263850	9780064400558	Hardcover
Chicken in charge	I Can Read! Level 1: Chicken	Lehrhaupt, Adam	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn

## Elementary & Middle School

Clark the Shark gets a pet	I Can Read! Level 1: Clark the Shark	Hale, Bruce	9.8E+12		9.78006E+12	9.7801E+12	Paperback
Claudette Colvin : civil rights activist	Barrier-Breaker Bios	Small, Cathleen	9.8E+12	9.7815E+12		9.7815E+12	Paperback
Clifford, the big red dog		Bridwell, Norman			9.78134E+12		Hardcover
Coco Gauff	Torque: Sports Superstars	Adamson, Thomas K		9.7989E+12			Hardcover (library binding)
Curious George colors eggs	I Can Read! Level 2: Curious George	O'Sullivan, Kate	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
Dalip Singh Saund	Leaders Like Us	Su, Karen	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Glued
Dallas Cowboys	My First NFL Book	Cohn, Nate		9.7815E+12			Hardcover (library binding)
Dessert island		Zhu, Ben			9.78125E+12		Hardcover
Do not open this book it stinks	Do Not Open This Book	Lee, Andy			9.78066E+12		Hardcover
Dog can hide		Gehl, Laura	9.8E+12		9.78153E+12	9.7815E+12	FollettBound Sewn
Doggo and Pupper search for cozy	Doggo and Pupper	Applegate, Katherine	9.8E+12		9.78125E+12	9.7813E+12	Hardcover
Don't eat bees : (life lessons from Chip the Dog)	Life Lessons from Chip the Dog	Petty, Dev	9.8E+12	9.7806E+12	9.78059E+12		Hardcover

## Elementary & Middle School

Dorothy Vaughan	My Itty-Bitty Bio	Loh-Hagan, Virginia	9.8E+12	9.7815E+12		9.7815E+12	FollettBound Sewn
Dramas de hermanas	Dork Diaries	Russell, Rachel Renee	9.8E+12			9.7989E+12	Paperback
Draw with Art for Kids Hub Christmas : 30 step-by-step drawing projects inside!	Draw with Art for Kids Hub	Jensen, Rob				9.7806E+12	Paperback
Draw with Art for Kids Hub cute & funny foods : 30 step-by-step drawing projects inside!	Draw with Art for Kids Hub	Jensen, Rob				9.7807E+12	Paperback
Duck and Hippo in the rainstorm	Duck and Hippo	London, Jonathan			9.7815E+12		Hardcover
Duck on a bike		Shannon, David	9.8E+12		9.78044E+12	9.7813E+12	FollettBound Sewn
Duck Soup : an Easter and Springtime Book for Kids	Max the Duck	Urbanovic, Jackie	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
Duck, Duck, Porcupine!	Duck, Duck, Porcupine	Yoon, Salina	9.8E+12		9.78162E+12	9.7816E+12	FollettBound Sewn
Ducks run amok!		Morris, J. E			9.78059E+12	9.7806E+12	Hardcover
Elmer and the gift	Elmer The Patchwork Elephant	McKee, David			9.78173E+12		Hardcover

## Elementary & Middle School

Elmer and the lost teddy	Elmer the Patchwork Elephant	McKee, David					Board Book
Elmer and the lost treasure	Elmer The Patchwork Elephant	McKee, David			9.78173E+12		Hardcover
Elmer's birthday		McKee, David			9.78154E+12		Hardcover
Emmett and the bright blue cape		Capucilli, Alyssa Satin			9.78148E+12	9.7815E+12	Hardcover
Eva and the new owl	Owl Diaries	Elliott, Rebecca	9.8E+12	9.7811E+12		9.7805E+12	Hardcover (library binding)
Eva in the band	Branches: Owl Diaries	Elliott, Rebecca	9.8E+12			9.7813E+12	FollettBound Sewn
Eva in the spotlight	Owl Diaries	Elliott, Rebecca	9.8E+12	9.7811E+12		9.7813E+12	Hardcover (library binding)
Eva sees a ghost	Owl Diaries	Elliott, Rebecca	9.8E+12	9.7811E+12		9.7805E+12	Hardcover (library binding)
Eva's new pet	Owl Diaries	Elliott, Rebecca	9.8E+12	9.7811E+12		9.7813E+12	Hardcover (library binding)
Fast Fox and Slow Snail	Early Bird Stories: Blue	Treleven, Lou				9.7815E+12	Paperback
Fiona the hippo	Fiona the Hippo	Cowdrey, Richard			9.78031E+12		Hardcover
Fish	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee		9.7989E+12		9.7989E+12	Hardcover (library binding)
Flip & Fin. Super sharks to the		Gill, Timothy			9.78006E+12		Hardcover
Florence Griffith Joyner	My Itty-Bitty Bio	Haldy, Emma E	9.8E+12	9.7816E+12		9.7816E+12	FollettBound Sewn

## Elementary & Middle School

Flowers	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee		9.7989E+12		9.7989E+12	Hardcover (library binding)
Flubby does not like snow	Flubby	Morris, J. E	9.8E+12		9.78059E+12	9.7806E+12	Hardcover
Flubby does not like Valentine's Day	Flubby	Morris, J. E	9.8E+12		9.78059E+12	9.7806E+12	Hardcover
Flubby will not go to sleep	Flubby	Morris, J. E	9.8E+12		9.78059E+12	9.7806E+12	Hardcover
Flubby will not play with that	Flubby	Morris, J. E	9.8E+12		9.78152E+12	9.7815E+12	Hardcover
Flubby will not take a bath	Flubby	Morris, J. E	9.8E+12		9.78059E+12	9.7806E+12	Hardcover
Flying high : the story of gymnastics champion Simone		Meadows, Michelle			9.78125E+12		Hardcover
Fox + Chick. The quiet boat ride and other stories		Ruzzier, Sergio	9.8E+12				FollettBound Sewn
Fox forgets	Goose and Bear Stories	Bloom, Suzanne			9.78159E+12	9.7817E+12	Paperback
Fox plays ball	I Can Read! My First-Fox	Tabor, Corey R	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
Frank and Bean. The stinky feet monster		Michalak, Jamie	9.8E+12		9.78154E+12	9.7815E+12	FollettBound Sewn
Friends forever		Hale, Bruce	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
Frog vs. Toad		Mantle, Ben			9.78154E+12		Hardcover
Fun in the sun	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12		9.7816E+12	Hardcover (library binding)
Fun, fun, fun!	Croc and Ally	Anderson, Derek				9.7815E+12	Paperback
Gator, gator, gator!		Bernstrom, Daniel			9.78006E+12		Hardcover

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George and the new craze	Early Bird Readers: Green	Hemming, Alice				9.7815E+12	Paperback
Georgia Gilmore	Leaders Like Us	Miller, J. P	9.8E+12			9.7817E+12	FollettBound Sewn
Go away! ; & Let's make a rocket	Early Bird Stories: Red	Dale, Elizabeth				9.7815E+12	Paperback
Goat moves out of the barnyard	Habitat Hunter	Ferguson, Nikki Potts		9.782E+12		9.782E+12	Paperback
Hagan proudly presents	ISTE Digital Explorers	Miller, Shannon		9.7989E+12		9.7989E+12	Paperback
Harriet Tubman	Pebble Explore: Biographies	Jones-Radgowski, Jehan		9.782E+12		9.782E+12	Paperback
Harriet Tubman	African American Leaders of Courage	Susienka, Kristen	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Sewn
Hatchet		Paulsen, Gary	9781428722392,9781428722675	9.78142E+12	9780689840920	9781416936466	FollettBound Glued
Hedge hog!		Anstee, Ashlyn			9.78177E+12		Hardcover
Henri Nestle : food company creator	Food Dudes	Hudak, Heather C		9.7815E+12			Hardcover (library binding)
Henry Heckelbeck and the great frog escape	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover

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Henry Heckelbeck and the haunted hideout	Henry Heckelbeck	Coven, Wanda	9.8E+12	9.7811E+12	9.78153E+12	9.7815E+12	Hardcover
Henry Heckelbeck and the high-dive dare	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck and the not-so-dark day	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck and the race car derby	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78153E+12	9.7815E+12	Hardcover
Henry Heckelbeck breaks a leg	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck builds a robot	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck camping expert	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck chills out	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck does not need a sitter	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover

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Henry Heckelbeck gets a dragon	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78153E+12	9.7815E+12	Hardcover
Henry Heckelbeck is out of this world	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck makes super slime	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck never cheats	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78153E+12	9.7815E+12	Hardcover
Henry Heckelbeck spells trouble	Henry Heckelbeck	Coven, Wanda	9.8E+12	9.7811E+12	9.78153E+12	9.7815E+12	Hardcover
Henry Heckelbeck takes a swing	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck, dinosaur hunter	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78153E+12	9.7815E+12	Hardcover
Henry Heckelbeck, Knights! robots! action!	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78167E+12	9.7817E+12	Hardcover
Henry Heckelbeck, spy vs. spy	Henry Heckelbeck	Coven, Wanda	9.8E+12		9.78153E+12	9.7815E+12	Hardcover
Henry Louis Gates, Jr.	Leaders Like Us	Miller, J. P	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Sewn

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Hey, Bruce! : an interactive book	Mother Bruce Series	Higgins, Ryan T			9.78137E+12		Hardcover
Hey, you're not santa!		Berlin, Ethan T				9.7813E+12	Paperback
Hippo and Rabbit in three short tales	Scholastic Reader Level 1: Hippo and Rabbit	Mack, Jeff	9.8E+12			9.7805E+12	FollettBound Sewn
Holes		Sachar, Louis	9780758701923	9.78152E+12	9780374312640	9780440228592	FollettBound Glued
Hot pot : the sound of short o	First Steps: Phonics Fun!	Amoroso, Cynthia		9.7815E+12		9.7816E+12	Hardcover (library binding)
Hound heroes. Beware the claw!	Hound Heroes	Goldman, Todd Harris	9.8E+12		9.78134E+12	9.7813E+12	Hardcover
How I did it!		Ragsdale, Linda			9.78149E+12	9.7817E+12	Hardcover
How to eat fried worms		Rockwell, Thomas	9781725430556			9781338565898	FollettBound Glued
How to make friends with a ghost		Green, Rebecca	9.8E+12		9.7811E+12	9.7818E+12	FollettBound Sewn
Hudson and Tallulah take sides		Kang, Anna			9.78154E+12		Hardcover
I am Benjamin Franklin	Ordinary People Change The World	Meltzer, Brad			9.78053E+12		Hardcover
I am Dolly Parton	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am Frida Kahlo	Ordinary People Change The World	Meltzer, Brad			9.78053E+12		Hardcover

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I am Harriet Tubman	Ordinary People Change The World	Meltzer, Brad	9.8E+12		9.78074E+12	9.7806E+12	FollettBound Sewn
I am I.M. Pei	Ordinary People Change The World	Meltzer, Brad			9.78053E+12		Hardcover
I am Jesse Owens	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am John Lewis	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am Leonardo da Vinci	Ordinary People Change The World	Meltzer, Brad			9.78053E+12		Hardcover
I am Malala Yousafzai	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am Max	Dr. Seuss's I Am	Holm, Astrid					Board Book
I am Mister Rogers	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am Muhammad Ali	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover

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I am Oprah Winfrey	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I Am Princess Diana	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am Rosa Parks	Step Into Reading-Step 4	Parks, Rosa	9.8E+12			9.7806E+12	FollettBound Sewn
I am Ruth Bader Ginsburg	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am Sally Ride	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am Simone Biles	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am Stephen Hawking	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I am stuck		Mills, Julia			9.78036E+12		Hardcover
I am Temple Grandin	Ordinary People Change The World	Meltzer, Brad			9.78059E+12		Hardcover
I can only draw worms		Mabbitt, Will	9.8E+12		9.78152E+12		Hardcover
I do not eat children		Cutler, Marcus			9.78032E+12		Hardcover

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I do not eat the color green!		Rickards, Lynne	9.8E+12	9.7815E+12		9.7815E+12	FollettBound Sewn
I don't want to go to sleep		Petty, Dev	9.8E+12		9.78152E+12	9.7806E+12	FollettBound Sewn
I just ate my friend		McKinnon, Heidi	9.8E+12		9.78153E+12	9.7815E+12	Hardcover
I survived Hurricane Katrina, 2005	I Survived	Ball, Georgia	9.8E+12		9.78134E+12	9.7813E+12	Hardcover
I survived the destruction of Pompeii, AD 79	I Survived	Ball, Georgia	9.8E+12		9.78134E+12	9.7813E+12	Hardcover
I want a dog		Agee, Jon	9.8E+12		9.78053E+12		Hardcover
If I built a town	If I Built	Van Dusen, Chris			9.78059E+12		Hardcover
Jack's playground plan	ISTE Digital Explorers	Miller, Shannon		9.7989E+12		9.7989E+12	Paperback
Jackie Robinson	African American Leaders of Courage	Susienka, Kristen	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Sewn
John Henry	Jr. Graphic American Legends	Gould, Jane H	9.8E+12	9.7815E+12		9.7815E+12	FollettBound Sewn
Jose Feliciano	Leaders Like Us	Clayton, Annette M	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Glued
Juneteenth	Pebble Explore: Traditions & Celebrations	Crayton, Lisa A		9.7817E+12		9.7817E+12	Paperback

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Juneteenth	Blastoff! Readers Level 2: Celebrating Holidays	Koestler-Grack, Rachel A		9.7816E+12		9.7816E+12	Paperback
Juneteenth	Blastoff! Beginners: Happy Holidays!	Sabelko, Rebecca		9.7989E+12		9.7989E+12	Paperback
Justin Jefferson	Torque: Sports Superstars	Adamson, Thomas K		9.7989E+12			Hardcover (library binding)
Ketanji Brown Jackson	Leaders Like Us	Miller, J. P	9.8E+12		9.78173E+12	9.7817E+12	FollettBound Sewn
Kip and Pip's trip	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12			Hardcover (library binding)
Kit's banana split	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12		9.7816E+12	Hardcover (library binding)
Leaves	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee		9.7989E+12		9.7989E+12	Hardcover (library binding)
Life in the U.S. Army	Daily Life in the U.S. Military	Barrett, Mo		9.7808E+12		9.7808E+12	Hardcover (library binding)
Little blue and little yellow		Lionni, Leo	9.8E+12		9.78038E+12	9.7804E+12	FollettBound Sewn
Little Penguin's new friend	I Can Read! Level 1: Little Penguin	Driscoll, Laura	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
Lu and Ren's guide to geozoology		Hsieh, Angela	9.8E+12			9.7801E+12	
Maccabee! : the story of Hanukkah		Balsley, Tilda	9.8E+12			9.7808E+12	FollettBound Sewn

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Major Impossible	Nathan Hale's Hazardous Tales	Hale, Nathan	9.8E+12		9.78142E+12		Hardcover
Mandrill vs. chimpanzee	Torque: Animal Battles	Sommer, Nathan		9.7989E+12		9.7989E+12	Hardcover (library binding)
Manual de un heroe para las vacaciones de verano		Cartaya, Pablo			9.79837E+12	9.7989E+12	
Martin Luther King Jr.	African American Leaders of Courage	Susienka, Kristen	9.8E+12	9.7817E+12		9.7817E+12	Paperback
Martin Luther King Jr. Day	Bigfoot Jr.: Holiday Wonders	Schuh, Mari C		9.7816E+12			Hardcover (library binding)
Martin Luther King, Jr.	My Itty-Bitty Bio	Haldy, Emma E	9.8E+12	9.7816E+12		9.7816E+12	FollettBound Sewn
Mary Jackson	My Itty-Bitty Bio	Loh-Hagan, Virginia	9.8E+12	9.7815E+12		9.7815E+12	FollettBound Sewn
Max & Mo make a snowman	Ready-To-Read: Level 1- Max & Mo	Lakin, Patricia	9.8E+12		9.78153E+12	9.7814E+12	Hardcover
Max & Mo's first day at school	Ready-To-Read: Level 1- Max & Mo	Lakin, Patricia	9.8E+12		9.78153E+12	9.7814E+12	Hardcover
Maybe tomorrow?		Agell, Charlotte			9.78134E+12		Hardcover
Mr. Scruff		James, Simon			9.78154E+12		Hardcover
Mushrooms	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee		9.7989E+12		9.7989E+12	Hardcover (library binding)

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My big wig	First Steps: Rhyming Words	Alinas, Marv			9.7815E+12		9.7816E+12	Hardcover (library binding)
Nabil Goes Global	ISTE Digital Explorers	McClintock Miller, Shannon			9.7989E+12		9.7989E+12	Paperback
Nan and Jan's plan	First Steps: Rhyming Words	Alinas, Marv			9.7815E+12			Hardcover (library binding)
No One Leaves the Castle		Healy, Christopher	9.8E+12			9.78006E+12	9.7801E+12	FollettBound Glued
No Place for Monsters Little Nobody	No Place for Monsters	Merritt, Kory	9.8E+12			9.78006E+12	9.7801E+12	FollettBound Glued
Noah's ark		Reed, Avery	9.8E+12					FollettBound Sewn
Not that pet!		Halls, Smriti	9.8E+12			9.78154E+12		Hardcover
Nothing's wrong! : a hare, a bear, and some pie to share	Something's Wrong...	John, Jory				9.78037E+12		Hardcover
Octo-Man and the headless monster	Escapades of Clint McCool	Kelley, Jane	9.8E+12					FollettBound Sewn
Off-limits		Yoon, Helen				9.78154E+12		Hardcover
Og meets Mog	Ready-to-Read: Pre-Level 1- Monster Og	Dyckman, Ame				9.78167E+12	9.7817E+12	Hardcover
Oprah Winfrey	Black History Biographies	Howell, Izzi	9.8E+12	9.7814E+12			9.7814E+12	FollettBound Sewn
Otter. I love books!	I Can Read! My First-Otter	Garton, Sam	9.8E+12			9.78006E+12	9.7801E+12	FollettBound Sewn

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Patrick Mahomes	Torque: Sports Superstars	Morey, Allan		9.7989E+12			Hardcover (library binding)
Penguins don't wear sweaters!		Tamura, Marikka					Board Book
Pinch and Dash make soup		Daley, Michael J	9.8E+12		9.78158E+12	9.7816E+12	FollettBound Sewn
Pink!		Rickards, Lynne	9.8E+12	9.7815E+12		9.7815E+12	FollettBound Sewn
Porcupine Cupid		Jason June			9.78148E+12		Hardcover
Prep & Landing		O'Ryan, Ellie	9.8E+12			9.7807E+12	FollettBound Sewn
Pura Belpre	Leaders Like Us	Clayton, Annette M	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Sewn
Ramadan	Cultural Celebrations	Hamby, Rachel		9.7815E+12			Hardcover (library binding)
Ready to fly : how Sylvia Townsend became the		Lyon, Lea	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
Rebecca Lee Crumpler	Leaders Like Us	Miller, J. P	9.8E+12			9.7817E+12	FollettBound Sewn
Rhythm of Time	Rhythm of Time Trilogy	Questlove	9.8E+12			9.7813E+12	Paperback
Rocks	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee		9.7989E+12		9.7989E+12	Hardcover (library binding)
Rosa Parks	My Itty-Bitty Bio	Haldy, Emma E	9.8E+12	9.7816E+12		9.7816E+12	FollettBound Sewn
Ruby Bridges	My Itty-Bitty Bio	Wing, Kelisa	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Sewn
Ruby, head high : Ruby Bridge's first day of school		Cohen-Janca, Irene			9.78157E+12		Hardcover
School of phantoms	No Place for Monsters	Merritt, Kory	9.8E+12		9.78036E+12	9.7801E+12	FollettBound Glued

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Seashells	Bullfrog Books: Find It in Nature!	Gleisner, Jenna Lee		9.7989E+12		9.7989E+12	Hardcover (library binding)
Sharing jam and ham	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12		9.7816E+12	Hardcover (library binding)
Shark moves out of the ocean	Habitat Hunter	Ferguson, Nikki Potts		9.782E+12		9.782E+12	Paperback
Sheep Dog and Sheep	Sheep Sheep	Barclay, Eric			9.78006E+12		Hardcover
Sheep on the run!	Early Bird Stories: Yellow	Hemming, Alice		9.7815E+12		9.7815E+12	Paperback
Sheepish : (wolf under cover)		Yoon, Helen	9.8E+12		9.78154E+12		Hardcover
Shirley Ann Jackson	My Itty-Bitty Bio	Loh-Hagan, Virginia	9.8E+12	9.7815E+12		9.7815E+12	FollettBound Sewn
Shirley Chisholm	Leaders Like Us	Miller, J. P	9.8E+12			9.7817E+12	FollettBound Sewn
Shy Stan	Early Bird Stories: Blue	Dale, Katie		9.7817E+12		9.7817E+12	Paperback
Sign language & the alphabet	Abdo Kids Junior: Everyday Sign Language	Davis, Bela		9.7811E+12			Hardcover (library binding)
Sir Simon: super scarer		Atkinson, Cale	9.8E+12		9.7811E+12	9.7818E+12	FollettBound Sewn
Snail & Worm : three stories about two friends	Snail and Worm	Kugler, Tina	9.8E+12			9.7813E+12	FollettBound Sewn
Snail & worm again	Snail and Worm	Kugler, Tina	9.8E+12		9.78054E+12	9.7813E+12	FollettBound Sewn
Snail & Worm all day	Snail and Worm	Kugler, Tina	9.8E+12		9.78036E+12	9.7804E+12	FollettBound Sewn

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Snail crossing		Tabor, Corey R			9.78006E+12		Hardcover
Snake's big mistake		Kurpiel, Sarah	9.8E+12		9.78006E+12		Hardcover
Snow dog, Marley	I Can Read! Level 2: Marley	Hill, Susan	9.8E+12			9.7801E+12	FollettBound Sewn
Sojourner Truth	Pebble Explore: Biographies	Reynolds, A. M		9.782E+12		9.782E+12	Paperback
Sojourner Truth	African American Leaders of Courage	Susienka, Kristen	9.8E+12	9.7817E+12		9.7817E+12	FollettBound Sewn
Sonia speaks up	ISTE Digital Explorers	Miller, Shannon		9.7989E+12		9.7989E+12	Paperback
Spider-Ham. Great power, no		Foxe, Steve	9.8E+12		9.78134E+12	9.7813E+12	Hardcover
Spider-Ham. Hollywood May-		Foxe, Steve	9.8E+12		9.78134E+12	9.7813E+12	Hardcover
Spidey and his amazing friends. House-sitting at Tony's	World of Reading: Level Pre-1	Behling, Steve	9.8E+12			9.7814E+12	FollettBound Sewn
Spidey and his amazing friends. The hangout headache	World of Reading: Level Pre-1	Behling, Steve	9.8E+12			9.7814E+12	FollettBound Sewn
Spike : ugliest dog in the		Frasier, Debra			9.78144E+12		Hardcover
Splat the Cat and the obstacle course	I Can Read! Level 2: Splat the Cat	Driscoll, Laura	9.8E+12		9.78006E+12	9.7801E+12	Paperback

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Sports gear	Focus Readers: Products: From Idea to Market Series	Doty, Abby	9.8E+12	9.7989E+12		9.7989E+12	FollettBound Glued
Square cat		Schoonmaker, Elizabeth			9.78144E+12		Hardcover
Stevie Wonder	Little People, Big Dreams	Sanchez Vegara, Ma Isabel			9.78071E+12		Hardcover
Storm on Snowbelle Mountain	Branches: Unicorn Diaries	Elliott, Rebecca	9.8E+12			9.7813E+12	FollettBound Sewn
Strawberry Shortcake. The butterfly ride		Ackelsberg, Amy	9.8E+12			9.7806E+12	FollettBound Sewn
Strictly no crocs	Early Bird Stories: Blue	Pindar, Heather				9.7815E+12	Paperback
Sugar gliders	Bullfrog Books: Marsupials	Deniston, Natalie		9.7989E+12		9.7989E+12	Hardcover (library binding)
Sweater weather		Phelan, Matt			9.78006E+12		Hardcover
Tad's dad	First Steps: Rhyming Words	Alinas, Marv		9.7815E+12			Hardcover (library binding)
Take your pet to the vet	World of Reading Level 1	Miller, Sara		9.7815E+12			Hardcover (library binding)
Tally cat keeps track	Math Is Fun	Harris, Trudy				9.7817E+12	Paperback
The amazing generation : how to choose fun and freedom in a		Haidt, Jonathan	9.8E+12		9.79822E+12	9.7982E+12	Paperback
The American Civil War	Torque: War Histories	Moening, Kate		9.7989E+12		9.7989E+12	Paperback

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The Bad Guys	Bad Guys	Blabey, Aaron	9.8E+12			9.7805E+12	FollettBound Glued
The Bad Guys in alien vs Bad Guys	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in attack of the zittens	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in cut to the chase	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in dawn of the underlord	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in Do-you-think-he-saurus?!	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in intergalactic gas	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Sewn
The Bad Guys in Let the games begin!	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in Look who's talking	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in mission unpluckable	Bad Guys	Blabey, Aaron	9.8E+12			9.7805E+12	FollettBound Glued
The Bad Guys in One last thing	Bad Guys	Blabey, Aaron	9.8E+12			9.7815E+12	FollettBound Glued

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The Bad Guys in Open wide and say arrrgh!	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in superbad	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in the baddest day ever	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in the big bad wolf	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in the furball strikes back	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in the one?!	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Bad Guys in the others?!	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
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The Bad Guys in They're bee-hind you!	Bad Guys	Blabey, Aaron	9.8E+12			9.7813E+12	FollettBound Glued
The Berenstain Bears and the ghost of the theater	I Can Read! Level 1: Berenstain Bears (Harper)	Berenstain, Mike	9.8E+12		9.78006E+12	9.7801E+12	FollettBound Sewn
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The land of forgotten girls		Kelly, Erin Entrada	9.8E+12			9.7801E+12	FollettBound Glued
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The African American press	Fourth Estate: Journalism In North America	Miller, Derek L	9781725404465	9781502634795		9781502634818	FollettBound Glued
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Alfa Romeo : a legacy from Milan	Dream Cars	Lawson, Carlie		9781422248508			Hardcover (library binding)
Alice in Wonderland : the official cookbook : more than 50 topsy-turvy recipes inspired by Alice, the Mad Hatter, and more!		Craig, Elena P			9781647224806		Hardcover
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Mustang : the American muscle car	Dream Cars	Newson, Anne		9781422247921			Hardcover (library binding)
My (half) Latinx kitchen : half recipes, half stories, all Latin American		Wright-Ruiz, Kiera			9780063292536		Hardcover
My hero academia. Team-up missions.4,The everyday lives of heroes	My Hero Academia: Team-up Missions	Akiyama, Yoko				9781974741274	Paperback
My hero academia. Team-up missions.5,Surreal heroism	My Hero Academia: Team-up Missions	Akiyama, Yoko	9798368716824			9781974745630	Paperback

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My hero academia. Team-up missions.6,Going my yayyy	My Hero Academia: Team-up Missions	Akiyama, Yoko				9781974752782	Paperback
My hero academia. Team-up missions.7,The perfect shot	My Hero Academia: Team-up Missions	Akiyama, Yoko				9781974758142	Paperback
Mysteries of the national parks : 35 stories of baffling disappearances, unexplained phenomena, and more		Bezemek, Mike			9781464238987	9781464226908	Hardcover
Myths of the Aztecs	World Mythologies (Cavendish)	McKinley, Herald		9781502609960			Hardcover (library binding)
Myths of the Native Americans	World Mythologies (Cavendish)	McKinley, Herald		9781502609908			Hardcover (library binding)
Nature at night : discover the hidden world that comes alive after dark		Hood, Charles			9781643263137		Hardcover
Norse myths : tales of Odin, Thor, and Loki		Crossley-Holland, Kevin			9780763695002		Hardcover
Oxford dictionary of quotations					9780199668700		Hardcover
The Oxford illustrated history of the Reformation					9780199595488		Hardcover
Papyrus : the invention of books in the ancient world		Vallejo Moreu, Irene			9780593318898		Hardcover
Patient zero : solving the mysteries of deadly epidemics		Peters, Marilee	9781668809068		9781773215167	9781773215150	FollettBound Glued

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Plumber	Practical Careers for Practical People	Small, Cathleen		9781917187459			Hardcover (library binding)
Porsche : the ultimate speed machine	Dream Cars	Newson, Anne		9781422247938			Hardcover (library binding)
Power and persuasion in media and advertising	Why Does Media Literacy Matter?	Down, Susan Brophy	9781549034886	9780778745440		9780778745488	FollettBound Glued
Professor Pincushion's beginner guide to sewing : garment making for nervous newbies		Opatrny, Tova				9781644032428	Paperback
Protestantism	World Religions (Chelsea House)	Brown, Stephen F		9781604131123			Hardcover (library binding)
PTSD	@RosenTeenTalk	Klatte, Kathleen A	9781516066247	9781499469318		9781499469301	FollettBound Glued
A queen's game		McGee, Katharine	9798368792347			9780593710739	FollettBound Glued
Recreational cannabis	Cannabis Today	Heuer, Mike		9781422248966			Hardcover (library binding)
Rehabilitation psychology	Psychology in Action	Anthony, Joyce A		9781422247105			Hardcover (library binding)
Replaceable you : adventures in human anatomy		Roach, Mary				9781324050629	Hardcover
Revolver : Sam Colt and the six-shooter that changed America		Rasenberger, Jim				9781501166389	Hardcover
Road masters : 150 cars that changed the world		Morley, Dave				9781741179170	Hardcover
Rolls-Royce : innovation and aspiration	Dream Cars	Lawson, Carlie		9781422248522			Hardcover (library binding)

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Salt	Know Your Food	Centore, Michael		9781422237427			Hardcover (library binding)
Sea monsters	Odysseys in Mysteries	Karst, Ken		9781640263666		9781628328981	Hardcover (library binding)
Seamless sewing projects	Crafty Creations	Yang, Veronica		9781515774457			Hardcover (library binding)
The secret history of home economics : how trailblazing women harnessed the power of home and changed the way we live		Dreilinger, Danielle			9781324004493	9781324021865	Hardcover
Self-harm and cutting	@RosenTeenTalk	Uhl, Xina M	9781516066261	9781499469370		9781499469363	FollettBound Glued
Self-made boss : advice, hacks, and lessons from small business owners		Reses, Jackie			9781264264094		Hardcover
Shinto	World Religions (Chelsea House)	Hartz, Paula		9781604131130			Hardcover (library binding)
Siberian husky	Meet the Breed			9781422249468			Hardcover (library binding)
Silk : a world history		Prasad, Aarathi			9780063160255		Hardcover
Smartphone addiction	Dealing with Addiction	Kaiser, Emma		9781678203801			Hardcover (library binding)
Sobremesa : tasty Mexican recipes for every day		Villasuso, Susana			9781623716882		Hardcover
Social media addiction	Dealing with Addiction	Miller, Marie-Therese		9781678203788			Hardcover (library binding)
A spark in the cinders		Moke, Jenny Elder	9781516086993		9781368039918	9781368045278	Hardcover

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Star Wars galactic baking : the official cookbook of sweet and savory treats from Tatooine, Hoth, and beyond.					9781647223779		Hardcover
Stories of the saints : bold and inspiring tales of adventure, grace, and courage		Wallace, Carey			9780761193272		Hardcover
A story of ambition in 50 hoaxes	History In 50	Eaton, Gale	9781725419674		9780884484653	9780884484929	FollettBound Glued
Supermassive : black holes at the beginning and end of the universe		Trefil, James			9781588347893		Hardcover
The Tech-Industrial Complex	Opposing Viewpoints	Hurt, Avery Elizabeth	9798318937521	9781534510418		9781534510401	Hardcover (library binding)
Tech innovations inspired by nature		Nardo, Don			9781678206086		Hardcover
Teen guide. Depression	Teen Guide to Mental Health	Bates, Mary		9781678211424			Hardcover (library binding)
Teen guide to life skills		Currie-McGhee, Leanne		9781678207748			Hardcover (library binding)
Television news and the 24-hour news cycle	Fourth Estate: Journalism In North America	Thiel, Kristin	9781725404458	9781502634917		9781502634931	FollettBound Glued
There's nothing like this : the strategic genius of Taylor Swift		Evers, Kevin			9798892790178		Hardcover
Thin air		Parker, Kellie M	9798368739793		9780593526002	9780593526019	FollettBound Glued
Thirty below : the harrowing and heroic story of the first all-women's ascent of Denali		Randall, Cassidy			9781419771538		Hardcover

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Tommy : the gun that changed America		Blumenthal, Karen	9781537962719			9781250115409	FollettBound Glued
Transportation through the ages : from stirrups to steam	Technology through the Ages	Woods, Michael		9798765610091		9798765629925	Hardcover (library binding)
Twice : a novel		Albom, Mitch			9780062406682		Hardcover
The UFO book : a chronological journey from crop circles to Roswell		Greer, John Michael			9781454956853		Hardcover
The ultimate driving book : the essential guide for first-time drivers and car owners		Berne, Emma Carlson				9781250290601	Paperback
Understanding bipolar disorder	Mental Health Matters	Pierce, Simon	9798318903632	9781499479676		9781499479669	FollettBound Glued
Understanding Buddhism	Essential Library Understanding World Religions And Beliefs	Buckey, A. W		9781532114236			Hardcover (library binding)
Understanding Christianity	Essential Library Understanding World Religions And Beliefs	Bodden, Valerie		9781532114243			Hardcover (library binding)
Understanding Hinduism	Essential Library Understanding World Religions And Beliefs	Bradley, Susan		9781532114250			Hardcover (library binding)
Understanding Islam	Essential Library Understanding World Religions And Beliefs	Radley, Gail		9781532114267			Hardcover (library binding)

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Understanding Judaism	Essential Library Understanding World Religions And Beliefs	Yomtov, Nelson		9781532114274			Hardcover (library binding)
Understanding Scientology	Essential Library Understanding World Religions And Beliefs	Henzel, Cynthia Kennedy		9781532114281			Hardcover (library binding)
Vaccines	Opposing Viewpoints			9781534509085		9781534509078	Hardcover (library binding)
Vietnam and the rise of photojournalism	Fourth Estate: Journalism In North America	Miller, Derek L	9781725404489	9781502634832		9781502634856	FollettBound Glued
Vietnamese food any day : simple recipes for true, fresh flavors		Nguyen, Andrea Quynhgio			9780399580352		Hardcover
A visual guide to technology	Visual Exploration Of Science	Pamplona, Alberto Hernandez		9781508175841			Hardcover (library binding)
A visual history of ships and navigation	Visual History Of The World	Moreno de la Fuente, Alberto		9781499465945			Hardcover (library binding)
Waste wars : the wild afterlife of your trash		Clapp, Alexander			9780316459020		Hardcover
Water mirror echo : Bruce Lee and the making of Asian America		Zhang, Xinzhe			9780358726470		Hardcover
Watergate and investigative journalism	Fourth Estate: Journalism In North America	Thiel, Kristin	9781725404496	9781502634870		9781502634894	FollettBound Glued
We are all we have		Budhos, Marina Tamar	9798368711911		9780593120200	9780593120231	FollettBound Glued
What is borderline personality disorder?	Teen Disorders	Burling, Alexis		9781682829516			Hardcover (library binding)

## High School

What they meant for evil : how a lost girl of Sudan found healing, peace, and purpose in the midst of suffering		Deng, Rebecca			9781546017226		Hardcover
When Mimi went missing		Sukumar, Suja			9781641295369		Hardcover
The wizard's cookbook : magical recipes inspired by Harry Potter, Merlin, the Wizard of Oz, and more		Beaupommier, Aurelia			9781510729247		Hardcover
World soccer records 2026		Radnedge, Keir			9781035431205		Hardcover
Yellow journalism, sensationalism, and circulation wars	Fourth Estate: Journalism In North America	Griffin, Brett	9781725404502	9781502634719		9781502634733	FollettBound Glued

II.E.4. Approve Targeted Improvement Plans (TIPs) for the 2025-2026 school year for Amelia, Bingman, Blanchette, Marshall and Paul Brown.



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

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

**Cabinet Level Presenter(s):** Anetra Cheatham, Asst Superintendent Secondary Administration

**Additional Presenter(s):** Kourtney Lavergne, DCSI; Campus Principals

**Executive Summary:** The 2025-2026 School Improvement Matrix released by the Texas Education Agency requires campuses identified for Comprehensive Support and Improvement to engage in interventions that include the development of a Targeted Improvement Plan. Campuses that received an overall score of less than 70, "C" during the 2024-2025 school year, are required to develop and implement Targeted Improvement Plans aligned to the Effective Schools Framework and approved by the Board. This exhibit includes the Targeted Improvement Plans for the following campuses:

- Amelia Elementary
- Bingman Headstart
- Blanchette Elementary
- Marshall Middle School
- Paul Brown Learning Center

**Recommendation:** The Office of Innovation recommends that the Board approve the Targeted Improvement Plans presented for campus implementation of school improvement interventions for the 2025-26 school year.

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

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

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

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

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

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

2-12-26  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**Amelia Elementary  
Targeted Improvement Plan (TIP)**

**Student Outcome Goals**

	ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year	Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Component Academic Achievement Component of Domain III.	2025-2026 Growth Status Component of Domain III.	2025-2026 ELP Status Component of Domain III.	2025-2026 Student Success Status Component of Domain III.
Campus Domain III Goals	40	38	50	65.6	100	50

**Methodology of Domain III Calculations:**

Amelia’s ELA/Reading and Meets Grade level performance rates for the 2025-2026 school year were calculated using the two-point calculation formula found in the 2025 TEA Accountability Manual. This calculation was used because it was a more achievable goal than using the 2027 interim target set by TEA.

**Example: 2-Points Calculation for 2024 Accountability**

Student Group Growth		Expected Growth
current year rate – prior year rate	≥	<u>next interim target – prior year rate</u> 5
28– 26	≥	<u>43–26</u> 5
<b>2.0</b>	<b>≠</b>	<b>3.4</b>

**Amelia Elementary  
Targeted Improvement Plan (TIP)**

<b>ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year Calculation</b>	$\frac{(55 - 32)}{3} + 32$
<b>Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year Calculation</b>	$\frac{(58 - 28)}{3} + 28$

**Closing the Gaps, Domain III Academic Achievement Component Scores:**

Reading 37.5% or 6 of 16 points, and Math 25% or 4 of 16 points, which converts to 10 of 32 points or a component score of 31.3. For Amelia Elementary, we aim to improve by one point in math and three points in reading for the 2025-2026 school year, which translates to a goal of 16 out of 32, or a composite score of 50.

**Closing the Gaps, Domain III Growth Status Component Scores:**

Reading 18.8% or 3 of 16 points, and Math 75% or 9 of 16 points, or a component score of 37.5. For Amelia, we aim to improve by six points in reading and three points in math for the 2025-2026 school year, which translates to a goal of 21 out of 32, or a composite score of 65.6.

**ELP Status Component of Domain III:**

Amelia will maintain their current ELP Status component score of 4 out of 4 points to earn a component score of 100.

**Closing the Gaps, Domain III Student Success Status Component Scores:**

Student Success 31.3% or 5 of 16 points or a component score of 25. For Amelia, we aim to improve by two points for the 2025-2026 school year, which translates to a goal of 8 out of 16, or a composite score of 50.

**School Improvement Strategy: Intensive Curriculum & Instruction Improvements**

**Amelia's improvement strategy** will center on strengthening effective instructional practices across all grade levels. Amelia will be rated as a "C" campus by August 2026. We were a 70 in August 2025, but got rounded down to

## **Amelia Elementary Targeted Improvement Plan (TIP)**

a 69 for not having at least two Domains at a D. Domain 3 was a 73. We are looking to retain 75% of the newly hired teachers that we want to return for the 2026-2027 school year. This continuity helps to build on the teacher capacity building that has been in progress. This will be achieved through intentionally designed, research-based professional development sessions that equip teachers with practical, evidence-based tools for classroom instruction. In addition, we will utilize multiple sources of student data to inform and guide instructional decisions, ensuring that teaching practices are responsive to student needs and lead to measurable academic progress and growth.

- **Capacity Building and Coaching with PLC:**

To support this work, we will emphasize capacity building and instructional coaching that aligns with the Bluebonnet and HMH curriculum and is guided by assessment data. Coaching cycles will focus on strengthening teacher implementation of curriculum components, effective interactions, and developmentally appropriate practices. Through modeling, feedback, and reflection, educators will deepen their instructional expertise and enhance classroom quality. This targeted support will ensure that professional learning translates into improved student outcomes and sustained instructional growth across all classrooms.

**This plan includes:**

- **Upfront Summer Training** to maintain a strong foundation in curriculum and instructional strategies.
- **Weekly Professional Learning Communities (PLCs)** focused on collaboration, data analysis, and lesson planning.
  - The principal, Instructional Coach, or MTSS Coordinator will facilitate weekly PLCs.
  - All content teachers will be required to attend.
  - Collaborative Analysis of Student Work: Protocols for teachers to look openly and broadly at student work, focusing on the evidence of student thinking to inform next steps.
- **Coaching Cycles** that provide individualized, real-time feedback and support for teachers.

## **Amelia Elementary Targeted Improvement Plan (TIP)**

- **Weekly Walkthroughs** using BISD high-leverage teaching strategies, monitored and documented in SchoolMint Grow.
  
- **Data Analysis:** Data will play a central role in guiding and measuring the effectiveness of our improvement strategy. Student assessment results, progress monitoring, and teacher observations will be analyzed regularly to identify strengths and areas for growth in both teaching practices and student outcomes. This information will inform instructional decisions, professional development priorities, and coaching focus areas, ensuring that support is targeted and responsive to classroom needs. Additionally, ongoing data review will enable us to track progress over time, celebrate successes, and make timely adjustments to our strategies, thereby creating a cycle of continuous improvement that aligns with our goal of enhancing instructional quality and early learning outcomes. These strategies align with Lever 5 of the Effective Schools Framework, focusing on building effective instructional practices.

### **Strategy alignment with the cause of the campus's state rating**

**Amelia** currently holds an accountability rating of “D” overall rating. However, the campus consistently demonstrates strong performance, with student achievement in both reading and math exceeding district averages.

### **Training/PD sessions (and who delivers and attends) for:**

- Principal manager: Associate Superintendent: Dr. Anita Frank, 10 years of experience.
- Principal: Fred Owens, 2 years of experience.
- Assistant Principal: Shana Carr, 2 years of experience.
- Instructional Coach: Kristin Richardson, 2 years of experience.

### **Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders**

We will utilize Grow by Level Data walkthroughs to determine strengths and weaknesses. Teachers who are determined to be Tier II or Tier III will receive more frequent classroom observations and support through coaching cycles to occur at least once every nine weeks, in addition to weekly feedback. Grow by Level Data contains

## **Amelia Elementary Targeted Improvement Plan (TIP)**

walk-through and content support tools, which include research-based instructional strategies (RBIS) look-fors in math and reading.

- One-on-one coaching and feedback sessions for follow-up and implementation support for teachers
- Power meetings and leader PLCs as additional support for leaders
- One-on-one coaching sessions for follow-up and implementation support for coaches

### **Walk Through Tools**

Surveys and exit tickets from training sessions are used as checks for understanding. The Effective Instruction Walkthrough tools and Grow by Level Data will also be utilized, provided that the walkthrough tools are aligned with the specific HQIM to ensure implementation.

Look-fors include:

- Evidence of internalization
- Instructional delivery alignment
- Student Engagement Strategies

### **Frequency of Feedback**

- Teachers receive an observation and feedback round from an instructional leader or coach at least weekly.
- Teachers will receive an observation at least once a month and receive feedback within 48-72 hours. Teachers who demonstrate a higher need will receive observations at a higher frequency, based on their individual needs.

### **What capacity building supports related to supporting students in special populations will teachers and administrators receive?**

During planning meetings, strategies for building scaffolds and supports into tier one instruction will be reviewed, discussed, and planned to support students in special populations. Quarterly data meetings, with a key focus on these students, will occur to support the creation and implementation of necessary supports and interventions.

## **Amelia Elementary Targeted Improvement Plan (TIP)**

**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:

Students' assessments through NWEA Map (math) and mClass (reading) happen three times a year. Also, students will be given district benchmarks every nine weeks. State assessments are given in the Spring, including the interim assessment.

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

#### **Milestones:**

- Hiring of all staff positions.
- The campus prioritized collaboration, data review, and targeted professional development to ensure continuity of high-quality instruction.
- Conduct data review of state assessment results, BOY screeners, and 2025 STAAR results to identify instructional gaps and special population needs.
- 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 Math HQIM, effective instructional delivery, and data-driven planning.

#### **Monitoring Efforts:**

- Reviewed by Principal and Campus Leadership Team
- BOY screener data analysis, professional development attendance, and coaching plans submitted to the Principal.
- Updates provided to the Associate Superintendent during leadership PLCs and Power Huddles.

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

#### **Milestones:**

**Amelia Elementary**  
**Targeted Improvement Plan (TIP)**

- 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.
- Ensure that a system for observation and feedback for classroom teachers is in place.
- Conduct instructional walkthroughs and coaching sessions aligned to district walkthrough and observation tool.
- Launch intervention blocks targeting phonics, phonemic awareness, and basic math computation.
- Deliver additional PD sessions on the WIN One Pager to 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.
- Quarterly Leadership Learning Walks will be conducted by the Campus Leadership Team and District-Level Teams.
- Teachers and campus leaders use WIN Trackers in RLA and Math to track student progress and guide interventions that support improved Closing the Gaps performance on STAAR 2026.
- Review 90 Day Goal and determine progress toward goal; Update for continuous growth.
- Create MTSS Intervention Groups for Tier II and III with weekly documented interventions being provided.
- Updates provided to the Associate Superintendent during leadership PLCs and Power Huddles.
- Principal and Leadership Team Members participate in district Campus Performance Reviews at the end of each nine-week grading period.

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

**Milestones:**

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

## **Amelia Elementary Targeted Improvement Plan (TIP)**

- Adjust Tier 1 instruction and intervention groups based on progress monitoring.
- Implement after-school tutorials and Saturday School tutorials for targeted students in RLA and Math.
- Quarterly Leadership Learning Walks will be conducted by the Campus Leadership Team and District-Level Teams.
- Deliver targeted PD based on walkthrough trends (e.g., questioning, differentiation, small group instruction).
- Review the 2nd 90 Day Goal and determine adequate progress toward the goal; Update for continuous growth.
- Increase coaching frequency for teachers identified as needing intensive support.

### **Monitoring Efforts:**

- MOY data will be analyzed and presented to the staff.
- Ongoing formal classroom observations with a focus on data-driven instructional adjustments.
- 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:**

- Review STAAR 2026 Data
- Summer Training with Leadership Team Members
- Annual reflection and performance analysis are shared with all campus stakeholders.

### **Phase 5: Year 2 Sustainability and Expansion (September 2026–August 2027)**

## **Amelia Elementary Targeted Improvement Plan (TIP)**

### **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 the Campus Leadership Team and District-Level Teams.
- Annual reflection and performance analysis are shared with all campus stakeholders.

### **Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Fred Owens, Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Dr. Frank, 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.

### **Budget Reallocation**

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

- Tutorials - \$14,000 - Title I
- STAAR Tutor - \$16,000 - Title I
- Instructional Coach - \$67,593 - Title I

## **Amelia Elementary Targeted Improvement Plan (TIP)**

To successfully implement the school improvement strategy at Amelia Elementary, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the Effective Schools Framework (ESF) 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 Bingman. 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.

### **Staffing Reallocation**

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.

### **Curriculum programs for the 25-26 school year:**

- **K-5 Math: Bluebonnet Math,**
  - 50 minutes daily for Math and Science or 250 minutes weekly.
  - Bluebonnet Math utilizes the pacing and assessments recommended by the curriculum's embedded scope and sequence.
- **K-5 Reading: HMH**
  - 120 minutes daily for ELA or 600 minutes weekly.
  - HMH reading utilizes the pacing and assessments recommended by the curriculum's embedded scope and sequence.

## Amelia Elementary Targeted Improvement Plan (TIP)

What was the date of the campus's Targeted Improvement Plan public hearing?

- Tuesday, November 18, 2025

Describe how the campus solicited feedback during the development of the Targeted Improvement Plan.

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

Upload an attachment of written feedback the campus received from the public while developing the Targeted Improvement Plan.

- [Survey Link](#)

What is the date that the Targeted Improvement Plan was board-approved?

- *Pending Approval: Thursday, February 19, 2026*

**Bingman Headstart Preschool  
Targeted Improvement Plan (TIP)**

**Student Outcome Goals**

	<b>ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year</b>	<b>Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.</b>	<b>Component Academic Achievement Component of Domain III.</b>	<b>2025-2026 Growth Status Component of Domain III.</b>	<b>2025-2026 ELP Status Component of Domain III.</b>	<b>2025-2026 Student Success Status Component of Domain III.</b>
District CLI Engage	80	89				
CLI Engage BOY	54%	73%				
Campus Domain III Goals			37.5	62.5	75	37.5

Performance Objective 1: To increase math skills scores on CLI from 73% on EOY 2025 assessment to 80% for the 2026 EOY assessment.

Performance Objective 2: Literacy and language skills on the CLI assessment will increase from 54% on the 2025 EOY assessment to 60% on the 2026 EOY assessment.

**Methodology of Domain III Calculations:**

Bingman Headstart Preschool is paired with a district; therefore, the campus completed the Domain III component scores using the 2025 Beaumont ISD Closing the Gaps data for Academic Achievement, Growth, and Student Success. Since Beaumont ISD does not have a calculation for Closing the Gaps ELP Status, the campus derived an ELP Status Component Score for Domain III by taking the average of the scores for all campuses that received a rating.

**Beaumont ISD 2025 Closing the Gaps, Domain III Academic Achievement Component Scores:**

Reading 35% or approximately 5.6 of 16 points, and Math 25% or 4 of 16 points, which converts to 10 of 32 points or a component score of 31.3. For Bingman Headstart Preschool, we aim to improve by one point in both math and reading for the 2025-2026 school year, which translates to a goal of 12 out of 32, or a composite score of 37.5.

## **Bingman Headstart Preschool Targeted Improvement Plan (TIP)**

**Beaumont ISD 2025 Closing the Gaps, Domain III Growth Status Component Scores:** Reading 58% or approximately 9.28 of 16 points, and Math 56% or 8.96 of 16 points, which converts to 18 of 32 points or a component score of 56.3. For Bingman Headstart Preschool, we aim to improve by one point in both math and reading for the 2025-2026 school year, which translates to a goal of 20 out of 32, or a composite score of 62.5.

**Beaumont ISD 2025 Closing the Gaps, Domain III Student Success Status Component Scores:**

Student Success 32% or approximately 5.12 of 16 points or a component score of 31.3. For Bingman Headstart Preschool, we aim to improve by one point for the 2025-2026 school year, which translates to a goal of 6 out of 16, or a composite score of 37.5.

### **School Improvement Strategy: Intensive Curriculum & Instruction Improvements**

**Bingman Head Start Preschool's improvement strategy** will center on strengthening effective instructional practices across all grade levels. Our focus will be on implementing high-impact teaching strategies that promote student engagement, language development, and early literacy growth. This will be achieved through intentionally designed, research-based professional development sessions that equip teachers with practical, evidence-based tools for classroom instruction. In addition, we will utilize multiple sources of student data to inform and guide instructional decisions, ensuring that teaching practices are responsive to student needs and lead to measurable academic progress and growth.

- **Capacity Building and Coaching with Frogstreet and CLASS (Classroom Assessment Scoring System):**  
To support this work, we will emphasize capacity building and instructional coaching that aligns with the Frog Street curriculum and is guided by CLASS data. Coaching cycles will focus on strengthening teacher implementation of curriculum components, effective interactions, and developmentally appropriate practices. Through modeling, feedback, and reflection, educators will deepen their instructional expertise and enhance classroom quality. This targeted support will ensure that professional learning translates into improved student outcomes and sustained instructional growth across all classrooms.

**This plan includes:**

- **Upfront Summer Training** to maintain a strong foundation in curriculum and instructional strategies.

## **Bingman Headstart Preschool Targeted Improvement Plan (TIP)**

- **Weekly Professional Learning Communities (PLCs)** focused on collaboration, data analysis, Headstart guidelines, and lesson planning.
- **Coaching Cycles** that provide individualized, real-time feedback and support for teachers.
- **Weekly Walkthroughs** using BISD high-leverage teaching strategies, monitored and documented in SchoolMint Grow.
  
- **Data Analysis:** Data will play a central role in guiding and measuring the effectiveness of our improvement strategy. Student assessment results, progress monitoring, and CLASS observation scores will be analyzed regularly to identify strengths and areas for growth in both teaching practices and student outcomes. This information will inform instructional decisions, professional development priorities, and coaching focus areas, ensuring that support is targeted and responsive to classroom needs. Additionally, ongoing data review will enable us to track progress over time, celebrate successes, and make timely adjustments to our strategies, thereby creating a cycle of continuous improvement that aligns with our goal of enhancing instructional quality and early learning outcomes. These strategies align with Lever 5 of the Effective Schools Framework, focusing on building effective instructional practices.

### **Strategy alignment with the cause of the campus's state rating**

**Bingman Head Start Preschool** currently holds an accountability rating of “D” due to the district’s overall rating. However, the campus consistently demonstrates strong performance, with student achievement in both reading and math exceeding district averages.:

- This improvement strategy aligns with the campus’s goals by focusing on high-impact instructional practices, professional development, and targeted coaching aligned with the Frog Street curriculum and informed by CLASS and student assessment data.
- By using data to guide instructional decisions and strengthen teacher capacity, the plan aims to sustain and enhance academic performance. The ongoing data-driven coaching and capacity-building efforts will ensure that teachers can implement effective strategies with fidelity, helping the campus maintain its strong performance and continue scoring above district averages while addressing areas highlighted in the federal and state accountability measures.

### **Training/PD sessions (and who delivers and attends) for:**

-Principal manager: Associate Superintendent: Dr. Anita Frank, 10 years of experience.

## **Bingman Headstart Preschool Targeted Improvement Plan (TIP)**

- Principal: Valencia Greenwood, 9 years of experience.
- Interim-Program Coordinator/ Instructional Coach: Sherry Guidry, 4 years of experience.
- Education Coordinator: Tonya Proctor, 2 years of experience.

### **Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders**

We will utilize Grow by Level Data walkthroughs to determine strengths and weaknesses. Teachers who are determined to be Tier II or Tier III will receive more frequent classroom observations and support through coaching cycles to occur at least once every nine weeks in addition to weekly feedback. Grow by Level Data contains walk-through and content support tools, which include research-based instructional strategies (RBIS) look-fors in math and reading.

- One-on-one coaching and feedback sessions for follow-up and implementation support for teachers
- Power meetings and leader PLCs as additional support for leaders
- One-on-one coaching sessions for follow-up and implementation support for coaches

### **Walk Through Tools**

Surveys and exit tickets from training sessions are used as checks for understanding. The Effective Instruction Walkthrough tools, CLASS, and Grow by Level Data will also be utilized, provided that the walkthrough tools are aligned with the specific HQIM to ensure implementation.

Look-fors include:

- Evidence of internalization
- Instructional delivery alignment
- Student Engagement Strategies

The Head Start Coaching Companion is a video-sharing and coaching feedback application for early care and education programs to use with their staff and providers. The principal assigns roles to coaches and coachees within Bingman Head Start Preschool. The Head Start Coaching Companion helps coaches, teachers, and peer-coaching teams work together, even between coach visits or from a distance. For more intensive support, the instructional leadership team will share video files, ask questions, and exchange feedback to provide specific feedback. The instructional leadership team also develops individualized coaching plans that support quality teaching and positive outcomes for young children for Tier III teachers who are primarily adjunct teachers. The observation tool embedded in the Headstart Coaching companion includes look-fors related to implementation of the Frog Street Curriculum.

## Bingman Headstart Preschool Targeted Improvement Plan (TIP)

### Frequency of Feedback

Teachers receive an observation and feedback round from an instructional leader or coach at least weekly.

### What capacity building supports related to supporting students in special populations will teachers and administrators receive?

During planning meetings, strategies for building scaffolds and supports into tier one instruction will be reviewed, discussed, and planned to support students in special populations. Quarterly data meetings, with a key focus on these students, will occur to support the creation and implementation of necessary supports and interventions.

### 2025-2026 Training Plan

<b>Dates</b>	<b>Topic</b>	<b>Presenter(s)</b>
August 2025	<b>CAMPUS INSERVICE</b> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Plan for First 10 Half-Days of School</li> <li>• Campus Schedules</li> </ul>	Principal Education Coordinator Assessment Coordinator Audience: Teachers
August 2025	District Professional Development Conference West Brook High School	BISD Staff
August 2025	<b>ALL HEAD START STAFF</b> Campus Handbook District Requirements Home Visits Pre-Kindergarten Frog Street Curriculum Deep Dive Into CLI Engage Data & Updates Phonological Awareness Lesson Internalization and Delivery Managing Your Student Behavior	Principal / Managers/ PK Supervisor Pre K Curriculum Writers Pre-K 3: Teachers Pre-K 4: Teachers
August 2025	CDA Review For Assistants	Education Coordinator
September 2025	Language Proficiency Assessment Committee (LPAC)	Grantee Bilingual Supervisor
September 2025	<b>GOALS' NIGHT</b>	All Classroom Teachers
September 2025	EDUCATION Training & Cluster Meeting Learning From Assessment	Education Coordinator
September 2025	Cultural Arts Committee Meeting	CA Committee
September 2025	LPAC Committee Meeting Review Service Plans for DLL students and parents	LPAC Committee
October 2025	Education Training / Cluster Meeting Mental Health Education Updates	Lead Teachers
October 2025	SEL Classroom Practices Language and Literacy for Young Learners Deep Dive into Curriculum and BOY Data	Principal / Managers/ PK Supervisor Curriculum Writers Pre-K 3: Teachers Pre-K 4: Teachers
November 2025	Child Abuse Training Education Staff	Behavior Interventionist
December 2025	Education Training Health & Nutrition	BISD HN Asst. Director
January 2026	Dental Health "Cavity Free Kids" Education Meeting/Training/ Dental Health Curriculum	Teachers

## Bingman Headstart Preschool Targeted Improvement Plan (TIP)

<b>Dates</b>	<b>Topic</b>	<b>Presenter(s)</b>
January 2026	First Aide & CPR Training For Teacher Assistants	Campus Nurse
February 2026	Education Meeting/Training & Cluster Meeting	Education Coordinator
February 2026	District Staff Development Conscience Discipline Khan Kids Academy CLI Engage MOY Data	Principal / Managers/ PK Supervisor Pre K Curriculum Writers Pre-K 3: Teachers Pre-K 4: Teachers
March 2026	Education Meeting/Training & Cluster Meeting Science & Math	Education Coordinator
March 2026	Parent Teacher Conferences	Classrooms
April 2026	Education Meeting/Training & Cluster Meeting	Education Coordinator
May 2026	Education Meeting & Cluster Meeting Transition Procedures Education Survey/Training Needs	Education Coordinator

**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:**

- Meet with an experienced campus leadership educational coordinator and program coordinator who assists the director in updating program plans for the new school year.
- Facilitates eight ½ days so teachers can conduct home visits.
- Provided time for teachers to coordinate their beginning-of-the-year assessments.
- The instructional leadership team conducted a data dig, which reviewed end-of-year CLI data and created individual goal-setting plans.
- Instructional coach Tiers teachers prior to classroom walk-throughs, and a walkthrough schedule is created for each instructional leader.

#### **Monitoring Efforts:**

- Goal-setting plans, walkthrough schedule, and teacher Tiers are reviewed by the Principal and the Campus Leadership Team.
- Weekly walkthroughs will be conducted by the leadership team using BISD's Grow by Level Data and CLASS tools to monitor the effectiveness of classroom instruction and provide feedback and/or action steps for adjustments for the first weeks of school.

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

## **Bingman Headstart Preschool Targeted Improvement Plan (TIP)**

### **Milestones:**

- Facilitate professional development for all Bingman teachers on small group instruction, increasing student engagement, promoting oral language, SEL, and developmentally appropriate practices across all content areas.
- Establish weekly Professional Learning Communities (PLCs) focused on lesson internalization and developmentally appropriate practices to ensure teachers deeply understand the content, anticipate potential student misconceptions, and plan for rigorous, standards-aligned instruction that promotes productive struggle and supports student growth.

### **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.
- 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: End-Year Reflection, Refinement, and Transition (June 2026–August 2026)**

#### **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:**

## **Bingman Headstart Preschool Targeted Improvement Plan (TIP)**

- 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.

### **Phase 5: Year 2 Sustainability and Expansion (September 2026–August 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 the Campus Leadership Team and District-Level Teams.
- Annual reflection and performance analysis are shared with all campus stakeholders.

#### **Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Valencia Greenwood, Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Dr. Frank, 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.

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

- Frog Street Three      \$48,820
- Marco Polo              \$5,000
- Waterford                \$25,000

To successfully implement the school improvement strategy at Bingman, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership

## **Bingman Headstart Preschool Targeted Improvement Plan (TIP)**

development, and targeted student interventions, as identified through the Effective Schools Framework (ESF) 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 Bingman. 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.

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.

### **Curriculum programs that will be utilized during the 25-26 school year:**

- a) **Frogstreet Pre-K 3** (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.
  - **CLI Engage:** literacy and math assessment and progress monitoring.

b): **Frog Street PK 4** (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.
- CLI Engage:** literacy and math assessment and progress monitoring.

What was the date of the public notice that the campus must complete a Targeted Improvement Plan?

- Monday, November 3, 2025

## **Bingman Headstart Preschool Targeted Improvement Plan (TIP)**

What was the date of the campus's Targeted Improvement Plan public hearing?

- Wednesday, November 5, 2025

Describe how the campus solicited feedback during the development of the Targeted Improvement Plan.

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

Upload an attachment of written feedback the campus received from the public while developing the Targeted Improvement Plan.

- [Survey Link](#)

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

- *Pending Approval: Thursday, February 19, 2026*

**BLANCHETTE ELEMENTARY SCHOOL  
Targeted Improvement Plan (TIP)**

**Student Outcome Goals**

	ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year	Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Component Academic Achievement Component of Domain III.	2025-2026 Growth Status Component of Domain III.	2025-2026 ELP Status Component of Domain III.	2025-2026 Student Success Status Component of Domain III.
Campus Domain III Goals	37	31	37.5	56.3	75	31.3

**Methodology of Domain III Calculations:**

Blanchette’s ELA/Reading and Meets Grade level performance rates for the 2025-2026 school year were calculated using the two-point calculation formula found in the 2025 TEA Accountability Manual. This calculation was used because it was a more achievable goal than using the 2027 interim target set by TEA.

**Example: 2-Points Calculation for 2024 Accountability**

Student Group Growth		Expected Growth	
current year rate – prior year rate	≥	<u>next interim target – prior year rate</u> 5	
28–26	≥	<u>43–26</u> 5	
<b>2.0</b>	<b>≥</b>	<b>3.4</b>	

**BLANCHETTE ELEMENTARY SCHOOL**  
**Targeted Improvement Plan (TIP)**

<b>ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year Calculation</b>	$\frac{(55 - 28)}{3} + 28$
<b>Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year Calculation</b>	$\frac{(58 - 16)}{3} + 16$

**Closing the Gaps, Domain III Academic Achievement Component Scores:**

Reading 37.5% or 6 of 16 points, and Math 6.3% or 1 of 16 points, which converts to 5 of 32 points or a component score of 15.6. For Blanchette Elementary, we aim to improve by one point in math and four points in reading for the 2025-2026 school year, which translates to a goal of 12 out of 32, or a composite score of 37.5.

**Closing the Gaps, Domain III Growth Status Component Scores:**

Reading 75% or 12 of 16 points, and Math 25% or 4 of 16 points, or a component score of 43.8. For Blanchette, we aim to improve by two points in reading and maintain points in math for the 2025-2026 school year, which translates to a goal of 18 out of 32, or a composite score of 56.3.

**ELP Status Component of Domain III:**

Blanchette will maintain their current ELP Status component score of 3 out of 4 points to earn a component score of 75.

**Closing the Gaps, Domain III Student Success Status Component Scores:**

Student Success 18.8% or 3 of 16 points or a component score of 25. For Blanchette, we aim to improve by two points for the 2025-2026 school year, which translates to a goal of 5 out of 16, or a composite score of 31.3.

**School Improvement Strategy: Intensive Curriculum & Instruction Improvements**

Blanchette Elementary's school improvement strategy focuses on addressing the root causes of low academic performance in foundational reading and math skills through aligned, data-driven, and time-bound actions using Strong Foundations Implementation (LASO 3) and Strong Foundations Implementation School Improvement PLC (LASO 3) funding. Our goal is to ensure every student demonstrates measurable growth and meets or exceeds grade-level expectations.

**BLANCHETTE ELEMENTARY SCHOOL**  
**Targeted Improvement Plan (TIP)**

- **Implementation of High-Quality Instructional Materials (HQIM):** Teachers will receive ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to build a stronger foundation in math through a more engaging and conceptually driven curriculum. It aims to improve student understanding and proficiency by using concrete representations of the abstract approach and focusing on problem-based learning to develop critical thinking and analytical skills.
- **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 participate in a comprehensive, multi-tiered professional learning plan designed to build capacity, strengthen instructional practices, and ensure alignment with campus goals. This includes 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. These strategies also align with Lever 4, with a focus on ensuring all students daily engage with TEKS-aligned, high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

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

Blanchette Elementary earned an "F" state accountability rating for the 2022–2024 school years, primarily due to consistently low student performance in foundational reading and math skills, limited evidence of effective Tier 1 instruction, and a lack of structured intervention and progress monitoring systems. With an "F" rating, Blanchette was formally identified for Comprehensive School Improvement because it did not meet state performance standards. This identification results in creating a structured process aimed at addressing the root causes of underperformance and ensuring academic success for all students. The school improvement strategy directly addresses these root causes by:

## BLANCHETTE ELEMENTARY SCHOOL Targeted Improvement Plan (TIP)

- **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 2023, 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 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 leaders. The campus is engaging in Strong Foundations and partnering with 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. Blanchette Elementary has demonstrated academic growth in areas, as the campus earned a “D” rating for the 2024 - 2025 year; however, a history of low academic performance in RLA and Math remains a barrier.

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

**BLANCHETTE ELEMENTARY SCHOOL**  
**Targeted Improvement Plan (TIP)**

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

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

**Milestones:**

- Hiring of all staff positions.
- Transition in campus leadership team members, including the addition of a new school counselor and the loss of a Reading Coach, leaving one Instructional Coach supporting both Reading/Language Arts and Mathematics. The campus prioritized collaboration, data review, and targeted professional development to ensure continuity of high-quality instruction.
- Conduct data review of state assessment results, BOY screeners, and 2025 STAAR results to identify instructional gaps and special population needs.
- 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 Math HQIM, effective instructional delivery, and data-driven planning.

**Monitoring Efforts:**

- Reviewed by Principal and Campus Leadership Team
- BOY screener data analysis, professional development attendance, and coaching plans submitted to the Principal.
- Updates provided to the Associate Superintendent during leadership PLCs and Power Huddles

**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.

**BLANCHETTE ELEMENTARY SCHOOL**  
**Targeted Improvement Plan (TIP)**

- Establish weekly PLCs focused on lesson internalization, formative assessment review, and student outcomes.
- Ensure that a system for observation and feedback for classroom teachers is in place.
- Conduct instructional walkthroughs and coaching sessions aligned to district walkthrough and observation tool.
- Launch intervention blocks targeting phonics, phonemic awareness, and basic math computation.
- Deliver additional PD sessions on the WIN One Pager to teachers serving ELs, SPED, and at-risk students. During planning meetings, strategies for building scaffolds and supports into tier one instruction will be reviewed, discussed, and planned to support students in special populations. Quarterly data meetings, with a key focus on these students, will occur to support the creation and implementation of necessary supports and interventions.

**Monitoring Efforts:**

- The campus leadership team reviews progress biweekly using walkthrough data, student work samples, and PLC notes.
- Quarterly Leadership Learning Walks will be conducted by the Campus Leadership Team and District-Level Teams.
- Teachers and campus leaders use WIN Trackers in RLA and Math to track student progress and guide interventions that support improved Closing the Gaps performance on STAAR 2026.
- Review 90 Day Goal and determine progress toward goal; Update for continuous growth.
- Create MTSS Intervention Groups for Tier II and III with weekly documented interventions being provided.
- Updates provided to the Associate Superintendent during leadership PLCs and Power Huddles.
- Principal and Leadership Team Members participate in district Campus Performance Reviews at the end of each nine-week grading period.

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

**Milestones:**

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

**BLANCHETTE ELEMENTARY SCHOOL  
Targeted Improvement Plan (TIP)**

- Adjust Tier 1 instruction and intervention groups based on progress monitoring.
- Implement after-school tutorials and Saturday School tutorials for targeted students in RLA and Math.
- Quarterly Leadership Learning Walks will be conducted by the Campus Leadership Team and District-Level Teams.
- Deliver targeted PD based on walkthrough trends (e.g., questioning, differentiation, small group instruction).
- Review 2nd 90 Day Goal and determine adequate progress toward goal; Update for continuous growth.
- Increase coaching frequency for teachers identified as needing intensive support.

**Monitoring Efforts:**

- MOY data will be analyzed and presented to the staff.
- Ongoing formal classroom observations with a focus on data-driven instructional adjustments.
- 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:**

- Review STAAR 2026 Data
- Summer Training with Leadership Team Members
- Annual reflection and performance analysis are shared with all campus stakeholders.

**Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Principal	Monthly fidelity checks, feedback, and adjustment recommendations

## **BLANCHETTE ELEMENTARY SCHOOL Targeted Improvement Plan (TIP)**

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.

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 Blanchette Elementary, key gaps were identified in the areas of instructional leadership, fidelity of instructional material implementation, lack of fidelity and consistency in the implementation of universal best teaching practices, the expected lesson framework, and rigorous instruction, as well as the application of high-leverage practices for affirming student needs and experiences and encouraging discourse. 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 (RLA/Math):**
  - **Justification:** Initially had two dedicated coaches providing weekly PLC facilitation, biweekly coaching, and model lessons to ensure fidelity to HQIM. Staffing has been reduced to one coach, who will continue these supports, though capacity may be limited.
  - **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 Phonics Instruction and Delta Math Intervention.
  - **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 "with the end in mind."

**BLANCHETTE ELEMENTARY SCHOOL**  
**Targeted Improvement Plan (TIP)**

- **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 Blanchette Elementary can fully implement the school improvement strategy aligned with ESF findings and meet the needs of its diverse learner population.

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

To successfully implement the school improvement strategy at Blanchette Elementary, campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions identified through the Effective Schools Framework (ESF) diagnostic and campus needs assessment.

This reallocation ensures that financial resources directly support high-quality instructional materials (HQIM), professional capacity building, and improved student outcomes, with a strong emphasis on strengthening foundational reading and math skills.

The plan is designed to ensure that every dollar spent directly advances high-leverage instructional practices, enhances teacher and leader effectiveness, and promotes equity-driven support for all students at Blanchette Elementary.

Campus and district leadership will monitor the plan quarterly to verify that expenditures align with measurable progress toward academic growth, instructional improvement, and higher campus accountability ratings.

**BLANCHETTE ELEMENTARY SCHOOL**  
**Targeted Improvement Plan (TIP)**

**Staff reallocation**

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, including the ESF diagnostic findings.

This plan aligns human capital with the campus's most critical instructional needs, ensuring sustainable leadership development, teacher growth, and student acceleration. Campus leadership will monitor progress, with monthly reviews by the Associate Superintendent to ensure alignment and impact.

**Curriculum programs that will be utilized during the 25-26 school year:**

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

- **Bluebonnet Math** focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment. The program emphasizes research-based instructional strategies that build on a concrete-pictorial-abstract (CPA) approach, focusing on conceptual understanding, fluency, and application to help students prepare for state assessments.
- **Zearn:** Supplemental math resource aligned to TEKS and Bluebonnet for scaffolded student practice. The program provides built-in support and scaffolding to help students learn from mistakes and progress at their own pace.
- **XtraMath-** a web-based program that helps students develop quick recall and "automaticity" of basic math facts (addition, subtraction, multiplication, and division). It is designed for students in grades K-6, but older students can use it for review, and it is intended to be used for about 10 minutes a day. The program provides timed math fact problems and immediate feedback, adapting to a student's specific needs to target areas where they struggle.

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

**BLANCHETTE ELEMENTARY SCHOOL**  
**Targeted Improvement Plan (TIP)**

quality, leadership development, and targeted student interventions identified through the Effective Schools Framework (ESF) diagnostic and campus needs assessment.

This reallocation ensures that financial resources directly support high-quality instructional materials (HQIM), professional capacity building, and improved student outcomes, with a strong emphasis on strengthening foundational reading and math skills.

The plan is designed to ensure that every dollar spent directly advances high-leverage instructional practices, enhances teacher and leader effectiveness, and promotes equity-driven support for all students at Blanchette Elementary. Campus and district leadership will monitor the plan quarterly to verify that expenditures align with measurable progress toward academic growth, instructional improvement, and higher campus accountability ratings.

**b) K-5 Reading: HMH Reading:**

- **HMH Reading:** HMH literacy programs provide research-backed instruction and personalized support to ensure every student succeeds. HMH Into Reading® for Grades K–6 addresses all areas of early literacy with an evidence-based scope and sequence to develop fluent, automatic readers.
- **Amira Learning** an artificial intelligence (AI) tool for education that assesses oral reading fluency and provides personalized tutoring. Uses speech recognition and AI to give immediate feedback to students as they practice reading aloud.
- **Accelerated Reader (AR)/Myon** program is a computer-based reading management system that helps teachers monitor and manage student reading. Students read books at their appropriate reading level and then take comprehension quizzes to earn points.  
The program is designed to motivate students to read more by setting goals and providing a sense of accomplishment through earning points.

**District and campus leaders monitor the successful implementation**

- District and campus leaders have 45 and 90-day checkpoints to determine if progress toward the implementation of the plan is on track and what adjustments need to be made.
- Plans are aligned to the campus improvement plan and the 90-day plan to ensure consistency and uniformity in goal-striving. The Associate or the Assistant Superintendent conducts weekly Power Meetings with Principals.

**BLANCHETTE ELEMENTARY SCHOOL**  
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- Principal, Assistant Principal, Associate Superintendent, Assistant Superintendent, and DCSI will monitor weekly during Power meetings and leadership meetings.
- Whestone Observation Feedback forms and Student Data Trackers will be monitored by campus leadership.
- Whestone Observation Feedback forms, Student Data Trackers are shared with district leadership through Google Links/Folders and through the Whestone Platform.

**How the campus solicited feedback during the development of the Turnaround Plan.**

- The campus solicited feedback during the public hearing of the Improvement Plan in the public hearing. Feedback was also solicited via a survey.
- Students read books at their appropriate reading level and then take comprehension quizzes to earn points. The program is designed to motivate students to read more by setting goals and providing a sense of accomplishment through earning points.

What was the date of the campus's Targeted Improvement Plan public hearing?

- Thursday, August 28, 2025

Describe how the campus solicited feedback during the development of the Targeted Improvement Plan.

- The campus solicited feedback during the public hearing of the Improvement Plan in the public hearing. Feedback was also solicited via a survey.

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

- [Survey Link](#)

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

- *Pending Approval: Thursday, February 19, 2026*

**MARSHALL MIDDLE SCHOOL**  
**Targeted Improvement Plan (TIP)**

**Student Outcome Goals**

	ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year	Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Component Academic Achievement Component of Domain III.	2025-2026 Growth Status Component of Domain III.	2025-2026 ELP Status Component of Domain III.	2025-2026 Student Success Status Component of Domain III.
Campus Domain III Goals	44	36	56.3	21.9	100	25

**Methodology of Domain III Calculations:**

Marshall Middle School’s ELA/Reading and Meets Grade level performance rates for the 2025-2026 school year were calculated using the two-point calculation formula found in the 2025 TEA Accountability Manual. This calculation was used because it was a more achievable goal than using the 2027 interim target set by TEA.

**Example: 2-Points Calculation for 2024 Accountability**

Student Group Growth		Expected Growth
current year rate – prior year rate	≥	<u>next interim target – prior year rate</u> 5
28– 26	≥	<u>43–26</u> 5
2.0	≥	3.4

**MARSHALL MIDDLE SCHOOL  
Targeted Improvement Plan (TIP)**

<b>ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year Calculation</b>	<b>TEA Interim Target for 2023-2027 44%</b>
<b>Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year Calculation</b>	<b><math>\frac{(56 - 26)}{3} + 26</math></b>

**Closing the Gaps, Domain III Academic Achievement Component Scores:**  
Reading 43.8% or 7 of 16 points, and Math 25% or 4 of 16 points, which converts to 11 of 32 points or a component score of 34.4. For Marshall Middle School, we aim to improve by one point in both math and reading for the 2025-2026 school year, which translates to a goal of 18 out of 32, or a composite score of 56.3.

**Closing the Gaps, Domain III Growth Status Component Scores:**  
Reading 56.3% or 9 of 16 points, or a component score of 12.5. Math 31.3% or 5 of 16 points, or a component score of 43.8. For Marshall Middle School, we aim to improve by two points in reading and five points in math for the 2025-2026 school year, which translates to a goal of 18 out of 32, or a composite score of 56.3.

**ELP Status Component of Domain III:**  
Marshall Middle School will maintain its current ELP Status component score of 4 out of 4 points to earn a component score of 100.

**Closing the Gaps, Domain III Student Success Status Component Scores:**  
Student Success 18.8% or 3 of 16 points or a component score of 25. For Marshall Middle School, we aim to improve by one point for the 2025-2026 school year, which translates to a goal of 4 out of 16, or a composite score of 25.

**School Improvement Strategy: Intensive Curriculum & Instruction Improvements**

**Marshall Middle School's improvement strategy** will center on strengthening effective instructional practices across all grade levels. We will focus on data-driven instructions with high-quality instructional materials. We monitor

## **MARSHALL MIDDLE SCHOOL Targeted Improvement Plan (TIP)**

implementation of effective instruction and student progress. We are monitoring the highly tested TEKS through the use of formative assessments. We use that information along with our Win One Pager to make sure we hit our student success targets. We engage in team planning. We are also utilizing the research-based IXL program for math and reading. We are giving teacher feedback and walk-throughs through the use of our Schoolmint Grow program. We also use small group teaching in accordance with the IXL Implementation.

### **This plan includes:**

- **Summer Training** to maintain a strong foundation in curriculum and instructional strategies.
  - **Weekly Professional Learning Communities (PLCs)** focused on collaboration, data analysis, and lesson planning.
  - **Coaching Cycles** that provide individualized, real-time feedback and support for teachers.
  - **Weekly Walkthroughs** using BISD high-leverage teaching strategies, monitored and documented in SchoolMint Grow.
- 
- **Data Analysis:** We use both formative and summative assessments to track student progress and communicate student performance. Teachers work with students to identify progress and STAAR targets. We monitor student progress utilizing exit tickets circled around the most highly tested TEKS.

### **Strategy alignment with the cause of the campus's state rating**

**MASHALL Middle School** currently holds an accountability rating of “C” overall rating. However, the campus consistently demonstrates strong performance, with student achievement in both reading and math exceeding district averages.

- This improvement strategy aligns with the campus's goals by focusing on high-impact instructional practices, professional development, and targeted coaching aligned with the Relay Training and student assessment data.

## **MARSHALL MIDDLE SCHOOL Targeted Improvement Plan (TIP)**

- **At Marshall Middle School**, our strategy centers on leveraging granular data to drive instructional precision and elevate teacher efficacy. Through continuous, data-informed coaching cycles, we will ensure that high-yield strategies are implemented with strict fidelity. This commitment allows Marshall to **sustain its position as an improving campus**, consistently exceeding Beaumont ISD averages while directly targeting the specific indicators required for growth in federal and state accountability domains.

### **Training/PD sessions (and who delivers and attends) for:**

- Principal manager: Assistant Superintendent: Anetra Cheatham, 7 years of experience.
- Principal: Dr. Murrell Stewart, 9 years of experience.
- Assistant Principal: Allen, 3 years of experience.
- Assistant Principal: Mire, 1 year of experience.
- Math Coach: Henderson, 3 years of experience.
- Reading Coach: Saveat, 3 years of experience.

### **Coaching Support for teachers and instructional leaders**

- One-on-one coaching sessions for follow-up and implementation support for teachers.
- An increase in observations embedded in a full coaching cycle conducted by a principal.
- Bi-weekly power meetings and leader PLCs are conducted by the assistant superintendent as additional support for leaders.
- One-on-one coaching sessions for follow-up and implementation support for teachers are provided by district content supervisors monthly.

### **Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders**

We will utilize Grow by Level Data walkthroughs to determine strengths and weaknesses. Teachers who are determined to be Tier II or Tier III will receive more frequent classroom observations and support through coaching cycles to occur at least once every nine weeks in addition to weekly feedback. Grow by Level Data contains

## **MARSHALL MIDDLE SCHOOL Targeted Improvement Plan (TIP)**

walk-through and content support tools, which include research-based instructional strategies (RBIS) look-fors in math and reading.

- One-on-one coaching and feedback sessions for follow-up and implementation support for teachers
- Power meetings and leader PLCs as additional support for leaders
- One-on-one coaching sessions for follow-up and implementation support for coaches

### **Walk Through Tools**

Surveys and exit tickets from training sessions are used as checks for understanding. The Effective Instruction Walkthrough tools and Grow by Level Data will also be utilized, provided that the walkthrough tools are aligned with the specific HQIM to ensure implementation.

Look-fors include:

- Evidence of internalization
- Instructional delivery alignment
- Student Engagement Strategies

### **Frequency of Feedback**

Teachers receive an observation and feedback round from an instructional leader or coach at least weekly.

- Teachers will receive an observation at least once a month and receive feedback within 48-72 hours.
- Teachers who demonstrate a higher need will receive observations at a higher frequency, based on their individual needs.

### **What capacity building supports related to supporting students in special populations will teachers and administrators receive?**

During planning meetings, strategies for building scaffolds and supports into tier one instruction will be reviewed, discussed, and planned to support students in special populations. Quarterly data meetings, with a key focus on these students, will occur to support the creation and implementation of necessary supports and interventions.

**MARSHALL MIDDLE SCHOOL**  
**Targeted Improvement Plan (TIP)**

**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, Training, and System Setup (July 2025 – September 2025)**

Milestones:

- Establish a regular cadence for data meetings through a Professional Learning Community (PLC) schedule involving teachers and administrators.
- Identify individual students requiring support and develop corresponding Growth Plans.
- Implement Eduphoria for real-time data-driven decision-making.
- Monitoring Efforts:
  - Review published PLC schedules for adherence to the established meeting frequency, conducting spot checks for completeness and clarity of goals.
  - Convene Guiding Coalition meetings to monitor progress on audit activities, scheduling, and training preparations, ensuring teacher compliance with deadlines.
  - Administrative team to review teacher training completion rates and analyze pre- and post-training assessments related to Eduphoria proficiency.
  - Administer an anonymous staff survey in September to gauge initial comfort levels with Eduphoria's features.

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

Milestones:

- Ensure that all PLCs convene at least twice a week and adhere to the new procedural protocols.
- Develop and initiate Individual Student Growth Plans (ISGPs) for students identified as needing Tier 2 and Tier 3 support.
- Promote regular teacher use of Eduphoria for creating real-time assessments and data entry, including formative assessments.
- Conduct a mid-semester Guiding Coalition review evaluating the effectiveness of data meetings through PLC feedback and administrative observations.

**MARSHALL MIDDLE SCHOOL**  
**Targeted Improvement Plan (TIP)**

- Identify and discuss emerging trends in student data—such as formative assessments, attendance, and behavior referrals- during administrative data meetings.

**Monitoring Efforts:**

- Administrative participation in PLC data meetings to observe protocol adherence and engagement.
- Review PLC meeting minutes and agendas to verify that meaningful data discussions are being held.
- Perform monthly spot checks of Eduphoria and Branching Minds usage logs to assess the frequency of assessment creation and data input by teachers.
- Survey teachers regarding the effectiveness of initial data meetings and the utility of Eduphoria and Branching Minds for instructional purposes.

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

**Milestones:**

- Consistent use of Eduphoria student data to inform instructional adjustments, as evidenced by lesson plans and classroom observations.
- Maintain active ISGPs for all identified struggling students, with documented regular progress monitoring and instructional modifications.
- Initiate cross-curricular data analysis within PLCs, exploring relationships such as the impact of reading levels on Science and Social Studies performance.
- Deliver targeted professional development addressing challenges or skill gaps identified through data meetings and Eduphoria usage.
- Complete a comprehensive end-of-year data analysis conducted by the Guiding Coalition and administration to identify school-wide strengths and areas for improvement.

**Monitoring Efforts:**

- Ongoing formal classroom observations focused on evidence of data-driven instructional changes.
- Monthly reviews of aggregated student growth data from Eduphoria, including standard assessment scores, attendance, and behavior trends.
- February administrative review of ISGP progress data for the initial cohort to identify successful interventions and areas needing enhancement.

**MARSHALL MIDDLE SCHOOL  
Targeted Improvement Plan (TIP)**

- Administer student and parent feedback surveys in April to assess perceptions of individualized support effectiveness.
- May evaluation of the final data analysis report relative to Year 1 goals.

**Phase 4: Year 1 Review and Planning (June 2026-August 2027)**

**Milestones and Sustainability**

- Finalization of a comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report, detailing successes, challenges, and quantitative data trends.
- Carry over the Year 1 plan, utilizing data from the 2025-26 Assessment, making necessary changes, and incorporating insights gained from Year 1. The Year 1 Plan, with modifications, will become the Year 2 Plan for Data Analysis and Progress Monitoring to be utilized for the 2026-27 school year.
- Completion of the Year 2 Implementation Plan, incorporating insights gained from Year 1.

**Monitoring Efforts:**

- Review of the final Year 1 report by all relevant stakeholders.
- Convening of the Guiding Coalition to approve the Year 2 plan.

**Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Dr. Murell Stewart, Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Anetra Cheatham, Assistant 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

## **MARSHALL MIDDLE SCHOOL Targeted Improvement Plan (TIP)**

centralized system will support transparency, accountability, and data-driven decision-making.

### **Budget Reallocations**

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

- \$35,000 from Title I Funds for tutorials

To successfully implement the school improvement strategy at Marshall 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 Effective Schools Framework (ESF) 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 Marshall 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.

### **Staffing Reallocation**

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 Assistant Superintendent.

**MARSHALL MIDDLE SCHOOL**  
**Targeted Improvement Plan (TIP)**

**Curriculum programs that will be utilized during the 25-26 school year:**

- 6-8 Math: Bluebonnet Math,
  - 45 Minutes per day or 225 minutes per week for math instruction.
  - In math, the regular 6th and 7th grades receive an additional 45 minutes per day or 225 minutes per week for intervention.
  - They use IXL and the Bluebonnet Skills Practice for remediation and enrichment.
- 6-8 Reading: HMH,
  - 45 Minutes per day or 225 minutes per week for reading instruction.
  - The recommended 90-minute per day or 450 minutes per week RLA block is structured to maximize student engagement, targeted instruction, and small-group intervention.
  - 45- 60 minutes is used for core instruction, while the remaining 30–45 minutes are reserved for intervention and small-group instruction, where teachers pull data-informed groups. At the same time, other students work on independent reading, IXL, or Summit K12.
- Algebra I: Big Ideas
  - 45 Minutes per day or 225 minutes per week for math instruction.

**Curriculum Assessment Plan**

- Bluebonnet Math utilizes the pacing and assessments recommended by the curriculum-embedded scope and sequence. The campus uses the end-of-topic exams provided by the curriculum. HMH reading utilizes the pacing and assessments recommended by the curriculum-embedded scope and sequence.

**District and campus leaders monitoring the successful implementation plan:**

- District and campus leaders have 45 and 90-day checkpoints to determine if progress toward the implementation of the plan is on track and what adjustments need to be made.
- Plans are aligned to the campus improvement plan and the 90-day plan to ensure consistency and uniformity in goal-striving.
- The Associate or the Assistant Superintendent conducts weekly Power Meetings with Principals.

**MARSHALL MIDDLE SCHOOL**  
**Targeted Improvement Plan (TIP)**

- Principal, Assistant Principal, Associate Superintendent, Assistant Superintendent, and DCSI will monitor the plan weekly during administrative meetings and Power meetings.
- District and campus leaders will monitor Whestone Observation Feedback forms, and Student Data Trackers are shared with district leadership through Google Links/Folders and through the Whestone Platform.

The date of the campus's Targeted Improvement Plan public hearing.

- Thursday, August 28, 2025

Describe how the campus solicited feedback during the development of the Targeted Improvement Plan.

- The campus solicited feedback during the public hearing of the Targeted Improvement Plan, live and via a survey.
- [Survey Link](#)

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

- *Pending Approval: Thursday, February 19, 2026*

**PAUL BROWN ALTERNATIVE CENTER**  
**Targeted Improvement Plan (TIP)**

**Student Outcome Goals**

	ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year	Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Component Academic Achievement Component of Domain III.	2025-2026 Growth Status Component of Domain III.	2025-2026 ELP Status Component of Domain III.	2025-2026 Student Success Status Component of Domain III.
Campus Domain III Goals	23	17	34.4	25	75	31.3

**Methodology of Domain III Calculations:**

Paul Brown Alternative School's ELA/Reading and Meets Grade level performance rates for the 2025-2026 school year were calculated using the two-point calculation formula found in the 2025 TEA Accountability Manual. This calculation was used because it was a more achievable goal than using the 2027 interim target set by TEA.

**Example: 2-Points Calculation for 2024 Accountability**

Student Group Growth		Expected Growth
current year rate – prior year rate	≥	<u>next interim target – prior year rate</u> 5
28– 26	≥	$\frac{43-26}{5}$
<b>2.0</b>	<b>≠</b>	<b>3.4</b>

**PAUL BROWN ALTERNATIVE CENTER  
Targeted Improvement Plan (TIP)**

<b>ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year Calculation</b>	$\frac{(53 - 8)}{3} + 8$
<b>Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year Calculation</b>	$\frac{(48 - 2)}{3} + 2$

**Closing the Gaps, Domain III Academic Achievement Component Scores:**  
Reading 31.3% or 5 of 16 points, and Math 25% or 4 of 16 points, which converts to 9 of 32 points or a component score of 28.1. For Paul Brown Alternative Center, we aim to improve by one point in both math and reading for the 2025-2026 school year, which translates to a goal of 11 out of 32, or a composite score of 34.4.

**Closing the Gaps, Domain III Growth Status Component Scores:**  
Reading 12.5% or 2 of 16 points, or a component score of 12.5. (Math was calculated for the 2025 Accountability). For Paul Brown Alternative Center, we aim to improve by two points in reading and four points in math for the 2025-2026 school year, which translates to a goal of 8 out of 32, or a composite score of 25.

**ELP Status Component of Domain III:**  
Paul Brown will maintain their current ELP Status component score of 3 out of 4 points to earn a component score of 75.

**Closing the Gaps, Domain III Student Success Status Component Scores:**  
Student Success 25% or 4 of 16 points or a component score of 25. For Paul Brown Alternative Center, we aim to improve by one point for the 2025-2026 school year, which translates to a goal of 5 out of 16, or a composite score of 31.3.

**School Improvement Strategy: Improve Graduation Rate**

**Paul Brown's Improvement strategy:**  
We have students who arrive with pervasive attendance issues, primarily students who work or have children. We will implement the Optional Flexible School Day to support students who have deficits in attendance due to special circumstances. We will track student attendance and create a Response to Intervention for each student to assist in their attendance. We will continue to target students who are STAAR deficient and

**PAUL BROWN ALTERNATIVE CENTER**  
**Targeted Improvement Plan (TIP)**

need support for testing by working with students during our intervention period, which is held during the fifth period each day. Credit recovery efforts will continue through the use of our self-paced computerized program (Edgenuity).

1. Multi-Tiered System of Supports Campus Committees have been created to track students who have withdrawn from the district and have not enrolled in an educational setting, as well as any students who are at-risk of dropping out. The district-level MTSS team is collaborating with the DCSI to identify students targeted for growth, who will be tracked and monitored in campus-level Data PLC meetings.
2. The Campus Attendance Review Committee, including the campus PEIMS clerk, nurse, the counselor, the student wellness coordinator, and at least one administrator, has been tasked to recover students who did not return to the school start date. At the district level, the Assistant Superintendent of Secondary Administration coordinates a quarterly meeting with district administrators (At-Risk Coordinator, Director of Student Services, PEIMS Supervisors, Director of Counseling, and the Director of CTE) to review the accuracy of PEIMS data, CCMR, Graduation Rates, and Student Dropout Data.
3. Career and Technical Education Programs were added to our Alternative Campus offering students the same opportunity to earn industry - based /career certifications. The District hired a consultant to conduct an audit to realign the CTE program to maximize students earning their CCMR points and graduating with a completed program.
4. The Optional Flexible School Day will be implemented in our district to support students who need to have access to flexible school hours. The district is in the planning to apply for LASSO 4 Virtual and Hybrid Program Accelerator (VHPA) which is a virtual learning program to prevent dropouts and chronic absenteeism.
5. Behavior Intervention and Student Wellness Coordinators have been added at the district level to identify at-risk students and provide targeted support for behavioral barriers and social-emotional needs. These staff members conduct weekly check-ins with students to help them self-regulate their behaviors, build coping skills, and remain engaged in school.
6. Teen Parenting Support Group has been created in our district to support our Pregnant and Parenting Teens.

**PAUL BROWN ALTERNATIVE CENTER**  
**Targeted Improvement Plan (TIP)**

**This plan includes:**

- **Upfront Summer Training** to maintain a strong foundation in curriculum and instructional strategies.
- **Weekly Professional Learning Communities (PLCs)** focused on collaboration, data analysis, Headstart guidelines, and lesson planning.
- **Coaching Cycles** that provide individualized, real-time feedback and support for teachers.
- **Weekly Walkthroughs** using BISD high-leverage teaching strategies, monitored and documented in SchoolMint Grow.
  
- **Data Analysis:** Data will play a central role in guiding and measuring the effectiveness of our improvement strategy. Student assessment results, progress monitoring, and CLASS observation scores will be analyzed regularly to identify strengths and areas for growth in both teaching practices and student outcomes. This information will inform instructional decisions, professional development priorities, and coaching focus areas, ensuring that support is targeted and responsive to classroom needs. Additionally, ongoing data review will enable us to track progress over time, celebrate successes, and make timely adjustments to our strategies, thereby creating a cycle of continuous improvement that aligns with our goal of enhancing instructional quality and early learning outcomes. These strategies align with Lever 5 of the Effective Schools Framework, focusing on building effective instructional practices.
  
- data-driven coaching and capacity-building efforts will ensure that teachers can implement effective strategies with fidelity, helping the campus increase its performance while addressing areas highlighted in the federal and state accountability measures.

**Training/PD sessions (and who delivers and attends) for:**

- Principal manager: Assistant Superintendent: Anetra Cheatham, 7 years of experience.
- Principal: Dr. Calvin Rice, 13 years of principal experience.
- Assistant Principal: Marilyn Normand, 2 years of admin experience.

**PAUL BROWN ALTERNATIVE CENTER**  
**Targeted Improvement Plan (TIP)**

**Differentiated training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders**

We will utilize Grow by Level Data walkthroughs to determine strengths and weaknesses. Teachers who are determined to be Tier II or Tier III will receive more frequent classroom observations and support through coaching cycles to occur at least once every nine weeks in addition to weekly feedback. Grow by Level Data contains walk-through and content support tools, which include research-based instructional strategies (RBIS) look-fors in math and reading.

One-on-one coaching sessions for follow-up and implementation support for teachers. An increase in observations embedded in a full coaching cycle conducted by a principal. Bi-weekly power meetings and leader PLCs are conducted by the assistant superintendent as additional support for leaders. One-on-one coaching sessions for follow-up and implementation support for teachers are provided by district content supervisors monthly.

**Planned training/PD sessions (and who delivers and attends):**

**Principal Manager:** Training support from our approved providers is being delivered through various sessions, both in person and virtually.

**Principal:**

- Fully TEKS-aligned curriculum training for the unique student population is being delivered through various sessions, both in person and virtually.
- Flexible supports are provided based on leader needs, calibrated walks occur at a regular cadence, and data reviews occur quarterly with the district content leader to review campus needs and collaboratively create support plans.
- Monthly administrator meetings, led by the assistant and associate superintendents, provide principals with additional leadership training on various topics based on need.

**Other campus admin (assistant principals, instructional coaches):**

For HQIM implementation of HMH:

- Training support from our approved providers is being delivered through various sessions, both in person and virtually.
- Flexible supports are provided based on leader needs, calibrated walks occur at a regular cadence, and weekly cohort zooms occur with coaches to collaboratively plan for intentional supports of focus teachers.

**PAUL BROWN ALTERNATIVE CENTER**  
**Targeted Improvement Plan (TIP)**

- The assistant principal meets regularly with the Director of Leadership Development/Student Discipline to provide support with additional leadership training on various topics based on need.

**Teachers:**

- For HQIM implementation for HMH: Training support from our approved providers is being delivered through various sessions, both in person and virtually.
- Flexible supports are provided based on teacher needs, and weekly planning meetings/PLCs cover internalization of key lessons and provide opportunities for lesson rehearsal which are facilitated by the principal.
- Monthly faculty meetings provide practice clinics for key instructional practices and are facilitated by the principal.
  
- One-on-one coaching and feedback sessions for follow-up and implementation support for teachers
- Power meetings and leader PLCs as additional support for leaders
- One-on-one coaching sessions for follow-up and implementation support for coaches

**Walk Through Tools**

Surveys and exit tickets from training sessions are used as checks for understanding. The Effective Instruction Walkthrough tools, CLASS, and Grow by Level Data will also be utilized, provided that the walkthrough tools are aligned with the specific HQIM to ensure implementation.

Look-fors include:

- Evidence of internalization
- Instructional delivery alignment
- Student Engagement Strategies

**Frequency of Feedback**

Teachers receive an observation and feedback round from an instructional leader or coach at least weekly. Teachers will receive an observation at least once a month and receive feedback within 48-72 hours. Teachers who demonstrate a higher need will receive observations at a higher frequency, based on their individual needs.

**PAUL BROWN ALTERNATIVE CENTER**  
**Targeted Improvement Plan (TIP)**

**Capacity building supports related to supporting students in special populations for teachers and administrators:**

During planning meetings, strategies for building scaffolds and supports into tier one instruction will be reviewed, discussed, and planned to support students in special populations. Quarterly data meetings, with a key focus on these students, will occur to support the creation and implementation of necessary supports and interventions.

**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 the graduation rate 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, Training, and System Setup (July 2025 – September 2025)**

**Milestones:**

- Establish a regular cadence for data meetings through a Professional Learning Community (PLC) schedule involving teachers and administrators.
- Create MTSS and Attendance Committees and establish a meeting calendar cadence.
- Identify individual students requiring additional instructional support and scheduled in period 5, our family tutorial period.
- Establish MTSS meetings to analyze real-time data in Branching Minds to drive decision-making.

**Monitoring Efforts:**

- Review published PLC schedules for adherence to the established meeting frequency, conducting spot checks for completeness and clarity of goals.
- Administrative team to review teacher training completion rates and attendance.

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

**PAUL BROWN ALTERNATIVE CENTER**  
**Targeted Improvement Plan (TIP)**

**Milestones:**

- Ensure that all PLCs convene at least once a week and adhere to the procedural protocols.
- Monitoring the success of students identified as needing Tier 2 and Tier 3 support scheduled in the 5th-period family tutorials class.
- Identify and discuss emerging trends in student data—such as formative assessments, attendance, and behavior referrals- during administrative data meetings.

**Monitoring Efforts:**

- Administrative participation in PLC data meetings to observe protocol adherence and engagement.
- Perform monthly spot checks of Branching Minds usage logs to assess the frequency of assessment creation and data input by teachers.

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

**Milestones:**

- Consistent use of Branching Minds student data to inform instructional adjustments, as evidenced by lesson plans and classroom observations.
  
- Deliver targeted professional development addressing challenges or skill gaps identified through data meetings and Branching Minds usage.
- Complete a comprehensive end-of-year data analysis conducted by the campus administration to identify school-wide strengths and areas for improvement.

**Monitoring Efforts:**

- Ongoing formal classroom observations focused on evidence of data-driven instructional changes.
- Monthly reviews of aggregated student growth data from Eduphoria, including standard assessment scores, attendance, and behavior trends.
- Administer student and parent feedback NPS surveys in April to assess perceptions of individualized support effectiveness.
- May evaluation of the final data analysis report relative to Year 1 goals.

**PAUL BROWN ALTERNATIVE CENTER  
Targeted Improvement Plan (TIP)**

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

**Milestones and Sustainability**

- Finalization of a comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report, detailing successes, challenges, and quantitative data trends.
- Carry over the Year 1 plan, utilizing data from the 2025-26 Assessment, making necessary changes, and incorporating insights gained from Year 1. The Year 1 Plan, with modifications, will become the Year 2 Plan for Data Analysis and Progress Monitoring to be utilized for the 2026-27 school year.
- Completion of the Year 2 Implementation Plan, incorporating insights gained from Year 1.

**Monitoring Efforts:**

- Review of the final Year 1 report by all relevant stakeholders.
- Hold a stakeholder meeting to receive feedback on the Year 2 plan.

**Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Dr. Calvin Rice, Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Cheatham, Assistant 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.

Describe how the campus solicited feedback during the development of the Targeted Improvement Plan.

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

**PAUL BROWN ALTERNATIVE CENTER  
Targeted Improvement Plan (TIP)**

- September 24, 2025
- . Upload an attachment of written feedback the campus received from the public while developing the Targeted Improvement Plan.
- [Survey Link](#)

What is the date that the Targeted Improvement Plan was board-approved?

- *Pending Approval: Thursday, February 19, 2026*

II.E.5. Approve Final Acceptance of  
Completed Construction Project



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Approve Final Acceptance of Completed Construction Project

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Randall Maxwell, Mark McClelland

**Executive Summary:** The HVAC Replacement Project (CSP 25.08) for King Collegiate Academy has been substantially completed in accordance with the approved plans, specifications, and contract requirements. District administration and the project engineer have reviewed the completed work and confirmed that all contractual obligations have been satisfied.

Board Policy CV (Local) requires Board acceptance of completed construction work prior to the release of final payment. Approval of this item constitutes the Board's final acceptance of the project and authorizes the District to process final payment to the contractor in accordance with the terms of the contract.

**Recommendation:** Approve Final Acceptance of Completed Construction Project

**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):** CV (Local)

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

Cheryl Hernandez  
Cabinet Level Presenter's Signature

2/11/2026  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



# AIA®

# Document G704® – 2017

## Certificate of Substantial Completion

**PROJECT:** *(name and address)*  
BISD HVAC Replacements at King MS

**CONTRACT INFORMATION:**  
Contract For: HVAC Upgrades  
Date: January 21, 2025

**CERTIFICATE INFORMATION:**  
Certificate Number: 001  
Date: January 27, 2026

**OWNER:** *(name and address)*  
Beaumont ISD  
3395 Harrison Avenue  
Beaumont, TX 77706

**ARCHITECT:** *(name and address)*  
Salas O'Brien  
10930 W Sam Houston Pkwy N #900  
Houston, TX 77064

**CONTRACTOR:** *(name and address)*  
Preferred Facilities Group  
5555 College Street  
Beaumont, TX 77707

The Work identified below has been reviewed and found, to the Architect's best knowledge, information, and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated below is the date established by this Certificate.

*(Identify the Work, or portion thereof, that is substantially complete.)*

Entire Scope of Work

Salas O'Brien

ARCHITECT *(Firm Name)*

SIGNATURE

Cam Conaway / VP

PRINTED NAME AND TITLE

July 15, 2025

DATE OF SUBSTANTIAL COMPLETION

### WARRANTIES

The date of Substantial Completion of the Project or portion designated above is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

*(Identify warranties that do not commence on the date of Substantial Completion, if any, and indicate their date of commencement.)*

### WORK TO BE COMPLETED OR CORRECTED

A list of items to be completed or corrected is attached hereto, or transmitted as agreed upon by the parties, and identified as follows:  
*(Identify the list of Work to be completed or corrected.)*

The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment, whichever occurs first. The Contractor will complete or correct the Work on the list of items attached hereto within thirty (30) days from the above date of Substantial Completion.

Cost estimate of Work to be completed or corrected: \$0

The responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work, insurance, and other items identified below shall be as follows:

*(Note: Owner's and Contractor's legal and insurance counsel should review insurance requirements and coverage.)*

The Owner and Contractor hereby accept the responsibilities assigned to them in this Certificate of Substantial Completion:

Preferred Facilities Group

CONTRACTOR *(Firm Name)*

SIGNATURE

Michael Waidley - Operations Mgr

PRINTED NAME AND TITLE

1/28/2026

DATE

Beaumont ISD

OWNER *(Firm Name)*

SIGNATURE

PRINTED NAME AND TITLE

DATE

II.E.6. Approve the Resolution of the Board Regarding Wage Payments during the Emergency School Closure related to the January Arctic Freeze date.



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Approve Resolution Regarding Wage Payments During Emergency School Closing – January 26, 2026

**Cabinet Level Presenter(s):** Dr. Shannon Allen

**Additional Presenter(s):** Cheryl Hernandez

**Executive Summary:** Due to winter weather resulting in possible ice, the District was required to cancel school on January 26. Board Policy DEA (Local) states, "During an emergency closure, all employees shall continue to be paid for their regular duty schedule unless otherwise provided by Board action. Following an emergency closure, the Board shall adopt a resolution or take other Board action establishing the purpose and parameters for such payments." In accordance with policy, in order to ensure employees receive full compensation, the administration requests the Board authorize continued wage payments to all employees that were instructed not to report to work during the closure. Board Policy DEA (Local) also mandates that nonexempt employees that were required to work to mitigate the emergency be paid at a premium rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. As such, the Resolution also incorporates the premium pay required by policy.

The 2025-2026 school calendar included sufficient minutes to cover one day of closure on January 26, 2026.

**Recommendation:** Approve the resolution as presented.

*Shannon Allen*

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

*2/11/26*

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**BEAUMONT INDEPENDENT SCHOOL DISTRICT  
RESOLUTION OF THE BOARD REGARDING WAGE PAYMENTS  
DURING EMERGENCY SCHOOL CLOSING**

WHEREAS, the threat of severe winter weather across Texas resulted in the closure of facilities at Beaumont Independent School District on January 26, 2026.

WHEREAS, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work, and other employees may be called upon to provide emergency-related services. The Board concludes that a need exists to address wage payments for employees who are idled and those required to work during emergency closings.

WHEREAS, employees who are instructed not to report to work may suffer a loss of pay unless the work-days are made up at a later date. The Board concludes that continuing wage payments to all employees, contractual and noncontractual, salaried and non-salaried, who suffer a loss in pay due to an emergency closing, serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen.

WHEREAS, as to nonexempt employees who are called on to work to mitigate the reason for the emergency closing, the Board further concludes that payment of these employees at a premium rate, as provided in this resolution, serves the public purposes of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Beaumont Independent School District authorizes continued wage payments to all employees, contractual and noncontractual, salaried and non-salaried, who are instructed not to report to work during an emergency closing, unless the work-days are scheduled to be made up at a later date.

BE IT FURTHER RESOLVED that as provided for in Board Policy DEA (Local), nonexempt employees who are required to work to mitigate the reason for the emergency closing shall be paid at the premium rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. Overtime for time worked over 40 hours in a week shall be calculated and paid according to law.

The authority granted by this resolution to continue wage payments to idled employees and to pay a premium rate to nonexempt employees who provide emergency-related services is effective for closures on January 26, 2026, unless the Board takes action to authorize payment for additional dates.

Adopted this \_\_\_ day of February 2026 by the Board of Trustees.

---

Board President, Thomas Sigeo, Sr.

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Board Secretary, Denise Wallace-Spooner



## Board Exhibit Cover Sheet

**APPROVED**  
2/19/26/PS

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Approve Resolution Regarding Wage Payments During Emergency School Closing – January 26, 2026

**Cabinet Level Presenter(s):** Dr. Shannon Allen

**Additional Presenter(s):** Cheryl Hernandez

**Executive Summary:** Due to winter weather resulting in possible ice, the District was required to cancel school on January 26. Board Policy DEA (Local) states, "During an emergency closure, all employees shall continue to be paid for their regular duty schedule unless otherwise provided by Board action. Following an emergency closure, the Board shall adopt a resolution or take other Board action establishing the purpose and parameters for such payments." In accordance with policy, in order to ensure employees receive full compensation, the administration requests the Board authorize continued wage payments to all employees that were instructed not to report to work during the closure. Board Policy DEA (Local) also mandates that nonexempt employees that were required to work to mitigate the emergency be paid at a premium rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. As such, the Resolution also incorporates the premium pay required by policy.

The 2025-2026 school calendar included sufficient minutes to cover one day of closure on January 26, 2026.

**Recommendation:** Approve the resolution as presented.

*Shannon Allen*

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

*2/11/26*

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**BEAUMONT INDEPENDENT SCHOOL DISTRICT  
RESOLUTION OF THE BOARD REGARDING WAGE PAYMENTS  
DURING EMERGENCY SCHOOL CLOSING**

WHEREAS, the threat of severe winter weather across Texas resulted in the closure of facilities at Beaumont Independent School District on January 26, 2026.

WHEREAS, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work, and other employees may be called upon to provide emergency-related services. The Board concludes that a need exists to address wage payments for employees who are idled and those required to work during emergency closings.

WHEREAS, employees who are instructed not to report to work may suffer a loss of pay unless the work-days are made up at a later date. The Board concludes that continuing wage payments to all employees, contractual and noncontractual, salaried and non-salaried, who suffer a loss in pay due to an emergency closing, serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen.

WHEREAS, as to nonexempt employees who are called on to work to mitigate the reason for the emergency closing, the Board further concludes that payment of these employees at a premium rate, as provided in this resolution, serves the public purposes of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Beaumont Independent School District authorizes continued wage payments to all employees, contractual and noncontractual, salaried and non-salaried, who are instructed not to report to work during an emergency closing, unless the work-days are scheduled to be made up at a later date.

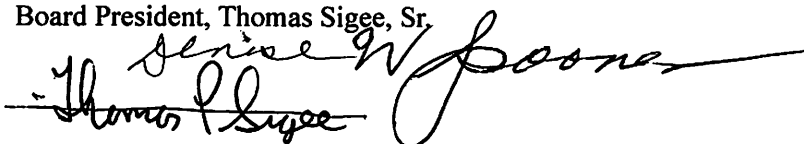
BE IT FURTHER RESOLVED that as provided for in Board Policy DEA (Local), nonexempt employees who are required to work to mitigate the reason for the emergency closing shall be paid at the premium rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. Overtime for time worked over 40 hours in a week shall be calculated and paid according to law.

The authority granted by this resolution to continue wage payments to idled employees and to pay a premium rate to nonexempt employees who provide emergency-related services is effective for closures on January 26, 2026, unless the Board takes action to authorize payment for additional dates.

Adopted this \_\_ day of February 2026 by the Board of Trustees.



Board President, Thomas Sigee, Sr.



Board Secretary, Denise Wallace-Spooner

II.F. ACTION ITEMS

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

II.F.2. Approve Budget Amendments



## **Explanations of February Budget Amendments**

### **General Fund GF-8**

- Record insurance recovery \$150,676 for Maintenance claims.
- Increase Maintenance budget \$150,676 for chiller rental expenses.
- Increase budget to replace gym floors at Paul Brown \*Austin Innovation\* - \$95,135
- Increase budget for district wide window film installation for safety & security - \$265,271
- Transfer \$10,000 from instructional leadership consulting services to instructional general supplies for Dual Language materials needs – Bilingual/ESL (809).
- Transfer \$5,000 from instructional general supplies to co-curricular travel for AG teachers – Career & Technical Ed (807).
- Transfer \$12,000 from instructional general supplies to school leadership extra duty for non-instruction based employee extra duty.
- Transfer a total of \$12,500 from instructional & staff development employee travel to instructional leadership travel for SPED leadership – SPED (814).
- Transfer \$4,000 from school leadership fixed assets to co-curricular travel for student awards travel – Regina ES (118).

### **SR-18**

- Fund 211 Title I Reallocate funds to cover instructional materials & Tardi Calculators for Beaumont United, & move funds to cover PFE @ Caldwood Elem.

### **SR-19**

- Fund 255 Title II Reallocate funds to cover PreK Frog street Training.

### **SR-20**

- Fund 263 Title III Reallocate funds to cover purchases for Multicultural Night.

### **SR-21**

- Fund 289 Title IV Reallocate funds to cover Private Non Profit expense.

**2025-26 BUDGET AMENDMENT NUMBER GF-8**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Revenues</u></b>			
199.00.5745.00.000.00.000	100,000	150,676	250,676
Total Revenues		150,676	
<b><u>Expenditures</u></b>			
199.51.6269.80.819.99.000	62,000	150,676	212,676
199.36.6299.87.012.99.000	-	95,135	95,135
199.52.6299.87.999.99.000	-	265,271	265,271
199.21.6291.58.809.25.000	15,000	(10,000)	5,000
199.11.6399.58.809.25.000	73,480	10,000	83,480
199.11.6399.52.908.22.000	20,000	(5,000)	15,000
199.36.6411.52.807.22.000	3,500	5,000	8,500
199.11.6399.01.047.11.000	74,675	(12,000)	62,675
199.23.61XX.01.047.99.000	1,758	12,000	13,758
199.1X.6411.46.193.11.000	26,000	(12,500)	13,500
199.21.6411.65.814.23.000	23,005	12,500	35,505
199.23.6395.01.118.99.000	7,000	(4,000)	3,000
199.36.6412.01.118.99.000	-	4,000	4,000
		-	
Total Expenditures		511,082	
<b>Net Change in the General Fund Budget</b>		<b><u>(360,406)</u></b>	
<hr/>			
Total Revenues/Other Sources	192,594,317	150,676	192,744,993
Total Expenditures	<u>194,785,097</u>	<u>511,082</u>	<u>195,296,179</u>
2025-2026 Adjusted	(2,190,780)	(360,406)	(2,551,186)

**2025-26 BUDGET AMENDMENT NUMBER SR-18**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
<b><u>Instruction</u></b>			
211.11.6399.00.014.30.000	197,710	(17,000)	180,710
211.11.6399.00.830.30.000	85,038	36,749	121,787
211.11.6399.00.830.24.000	935,000	7,200	942,200
211.11.6399.00.104.30.000	70,543	(4,300)	66,243
211.11.6399.00.047.30.000	77,601	(3,800)	73,801
<b><u>Curriculum Development</u></b>			
211.13.6411.00.830.24.000	7,811	(6,000)	1,811
<b><u>Instructional Leadership</u></b>			
211.21.6142.00.801.30.000	11,560	(5,000)	6,560
211.21.6299.00.830.24.000	34,200	(8,000)	26,200
<b><u>School Leadership</u></b>			
211.23.6399.00.014.30.000	-	17,000	17,000
<b><u>Community Service</u></b>			
211.61.6129.00.112.30.290	30,742	(18,905)	11,837
211.61.6141.00.112.30.290	446	(290)	156
211.61.6142.00.112.30.290	1,850	(3,670)	(1,820)
211.61.6143.00.112.30.290	449	(295)	154
211.61.6146.00.112.30.290	3,182	(1,789)	1,393
211.61.6399.00.104.30.290	-	4,300	4,300
211.61.6399.00.047.30.290	-	3,800	3,800
<b>Net Change Title I Part A</b>		<u>-</u>	
<hr/>			
Total Revenues/Other Sources	7,909,698	-	7,909,698
Total Expenditures	<u>7,909,698</u>	<u>-</u>	<u>7,909,698</u>
2025-2026 Adjusted	-	-	-

**2025-26 BUDGET AMENDMENT NUMBER SR-19**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
<b><u>Curriculum Development</u></b>			
255.13.6299.00.854.24.000	301,000	4,500	305,500
<b><u>Instructional Leadership</u></b>			
255.21.6399.00.854.24.000	175,849	(4,500)	171,349
<b>Net Change Title II Part A</b>		<u><u>-</u></u>	
<hr/>			
Total Revenues/Other Sources	959,347	-	959,347
Total Expenditures	<u>959,347</u>	<u>-</u>	<u>959,347</u>
2025-2026 Adjusted	-	-	-

**2025-26 BUDGET AMENDMENT NUMBER SR-20**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
<b><u>Instruction</u></b>			
263.11.6399.00.809.25.000	35,000	25,000	60,000
263.11.6399.00.809.25.000	35,000	(4,600)	30,400
<b><u>Curriculum Development</u></b>			
263.13.6299.00.809.25.000	48,743	(25,000)	23,743
<b><u>Community Service</u></b>			
263.61.6399.00.809.25.000	6,683	4,600	11,283
<b>Net Change Title III Part A LEP</b>		<u>-</u>	
<hr/>			
Total Revenues/Other Sources	229,921	-	229,921
Total Expenditures	<u>229,921</u>	<u>-</u>	<u>229,921</u>
2025-2026 Adjusted	-	-	-

**2025-26 BUDGET AMENDMENT NUMBER SR-21**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
<b><u>Instruction</u></b>			
289.11.6299.00.856.30.000	146,225	(22,550)	123,675
289.11.6399.00.865.24.000	-	938	938
289.11.6399.00.866.24.000	-	13,286	13,286
289.11.6399.00.867.24.000	-	8,326	8,326
<b><u>Curriculum Development</u></b>			
289.13.6411.00.856.24.000	26,930	(5,500)	21,430
289.13.6411.00.865.24.000	-	1,000	1,000
289.13.6411.00.866.24.000	-	3,000	3,000
289.13.6411.00.867.24.000	-	1,500	1,500
<b>Net Change Title IV Part A</b>		<u>-</u>	
<hr/> <hr/>			
Total Revenues/Other Sources	627,818	-	627,818
Total Expenditures	<u>627,818</u>	<u>-</u>	<u>627,818</u>
2025-2026 Adjusted	-	-	-

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



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

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

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Ryan Deloney, Mark McClelland, Tracy Reinholt, Dr. Ron Jackson, Randall Maxwell

**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: \$598,327.49  
State Grant Funds: \$107,368.75

**Funding Source (if applicable):** General Fund; State Grant Funds

**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

## General Fund

Region V	Information Technology	Content filter and teacher classroom management solution.	Sole Source	\$78,000.00
Preferred Facilities Group	Maintenance & Operations	Replacement of gym floors and disposal of gym bleachers at Paul Brown.	Buyboard 728-24	\$95,135.38
TASB Risk Fund	Business & Finance	Renewal of worker's compensation claim administration.	TGC Ch. 791	\$55,000.00
Necvo Sports, LLC	Athletics	Purchase of new video display and timing system for the Natatorium.	Buyboard 777-25	\$104,921.00
Preferred Facilities Group	Maintenance & Operations	Security window film for all required campuses in accordance with TEA requirements.	Buyboard 728-24	\$265,271.11
<b>Total</b>				<b>\$598,327.49</b>

## State Grant Funds

Yondr	Student Support Services	Cell phone pouches for 6 <sup>th</sup> – 12 <sup>th</sup> grade students.	BuyBoard 749-24	\$107,368.75
<b>Total</b>				<b>\$107,368.75</b>



*Education Professionals  
Serving Education Professionals*

350 Pine Street, Suite 500 \* Beaumont, Texas 77701  
409-951-1700 \* Fax: 409-951-1801

**\*\*THIS IS NOT AN INVOICE\*\***

This document may be used by LEA to generate Purchase Order(s)

**Region 5 ESC Quote**

Digital Learning Subscriptions

Beaumont ISD

Subscription Duration	Description	Fee
04/01/26 - 03/31/27	Linewize School Manager District - 17000	\$34,000.00
04/01/26 - 03/31/27	Linewize Classwize District - 17000	\$34,000.00
04/01/26 - 03/31/27	Local Gateway Renewal Lease for SMG-100 2 @ \$5000 each	\$10,000.00
<b>Total:</b>		<b>\$78,000.00</b>

Please send PO# to:

Janna Smith

jannas@esc5.net

409-951-1735



# PREFERRED

FACILITIES GROUP - USA

November 12, 2025

Mailing Address:  
PO Box 20658  
Beaumont, TX 77720-0658

Mark McClelland  
Beaumont ISD  
3392 Harrison  
Beaumont, TX 77706

(409) 842-8293  
 (409) 842-2274  
 pfg@pfg-usa.com  
 pfg-usa.com

**Project: "BISD Austin Complete Gym Floor Demo and Replace Including Bleacher Removal"**

**Subject: "Proposal"**

Job Order Contracting

Dear Mr. Manuel

Co-Op Purchasing  
Agreements

We are pleased to submit our proposal utilizing our 728-24 Buy Board Texas Contract based on local CCI and coefficient of .89.

Indefinite Delivery,  
Indefinite Quantity - IDIQ

**Proposal Recap:**

Multiple Award  
Construction Contracts -  
MACC

- **Furnish material and labor to** unbolt and move (2) sets 12' long and (4) sets 16' long of bleachers outside on back covered area behind gym.
- **Furnish material and labor to** saw cut the bolts flush with the brick wall.
- **Furnish material and labor to** saw cut entire gym floor 7400 sqft (74'x100'), dispose of, and haul off roughly 300-400 Cubic Yards of waste.
- **Furnish material and labor to** Demo tar from slab
- **Furnish material and labor to** skim coat entire gym floor surface area
- **Furnish material and labor to** install Incredible Plank across entire gym surface area
- **Furnish material and labor to** Install VCT Basketball and Volleyball court lines and markings
- **This bid includes all equipment and dumpsters needed to complete project**
- **Clean up and haul off any construction related debris associated with this project.**

Task Order Contracts  
TOC

Construction  
Management - Agent or  
At-Risk

Design Build

Proposal Cost      \$      95,135.38

Government

Commercial

We estimate approximately **forty-five (45)** working days to complete upon material delivery. (4-5 Weeks) We explicitly exclude all liquidated damages for this project due to the volatility of the market and supply chain challenges.

Education

Our estimate is based on our interpretation of the project as presented to us. Our scope is limited to the line items broken down into individual tasks of work and developed based upon the Unit Price Book rate as modified by the city cost adjustment and our Coefficient. All pricing for the required line-item estimate is derived from the current calendar year RSMMeans Facilities Construction Cost Data Book with Updates.

Industrial

Infrastructure

Once the quantities of work and price are approved, the individual Job Order becomes a fixed-price lump sum contract.

Communications

This pricing is based on recommended work hours of Monday thru Friday 7:00 am to 5:00 pm. Please contact us at 409-842-8293 at your convenience to discuss this estimate.

Corporate/Retail

Respectfully submitted,  
**Preferred Facilities Group - USA**

Assembly





# 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.				
<b>Vendor Name:</b>	Preferred Facilities Group	<b>Quote Total:</b>	\$95,135.38	
<b>Summary:</b>	Price includes removing damaged floors & bleachers, demo tar from slab, and replace floors throughout entire gym.			
<b>Vendor Name:</b>	Custom Flooring	<b>Quote Total:</b>	\$98,545.00	
<b>Summary:</b>	Price includes removing and replacing gym floors.			
<b>Vendor Name:</b>		<b>Quote Total:</b>		
<b>Summary:</b>				

**Funding /Account #:** \_\_\_\_\_

**Vendor Selected:** Preferred Facilities Group

**Selection Justification:** Preferred Facilities provides the best price which includes removal and disposal of bleachers.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Name of Department/Campus Administrator:** Director of Maintenance & Operations

**Signature:** *[Handwritten Signature]*

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



## Beaumont ISD

### Workers' Compensation—Administrative Services Only (ASO) Participation Period: 4/1/2026 through 3/31/2027

The following is a summary of the charges, fees, and terms of participation in the Workers' Compensation—Administrative Services Only program for this participation period.

Administrative & Other Annual Services	Fees	
Administrative Services & PSWCA Access	\$50,000	Annually
Actuarial Services	\$5,000	Annually
Loss Prevention Services	\$0	Annually
Document Storage	\$0	Annually

Non-Allocated Claim Services	Fees	
New Indemnity Claim Set up	\$925	Per claim
New Medical Claim Set up	\$190	Per claim
New Record Only Claim Set up	\$25	Per claim

Allocated Claim & Cost Containment Services	Fees	
Bill Review	\$14	Per bill
Pre-Authorization (RN)	\$125	Per pre-authorization
Pre-Authorization (Physician)	At cost	
External Case Management (ECM)	At cost	
ECM Travel & Wait Time	At cost	
Peer Review by Physician Advisor	Time & Expense	
BRC, CCH, and SOAH and other regulatory representation	Prevailing judicial rates	
Subrogation Services	Included	
Subrogation Recovery	33% of recovery plus attorney fees	
External Investigations	At cost	
Legal Fees (regulated by DWC)	Per attorney rates	

Seasonal Benefit Adjustments		
Self-insured Fund Members may elect to adjust weekly workers' compensation Temporary Income Benefits (TIBS) to zero during specific holiday periods. Benefit adjustments are always made during the summer break. You have elected to stop/reduce TIBS during the break periods noted below. Please alert the Fund if you would like to modify your seasonal benefit adjustment periods. Common break periods are Thanksgiving, Winter Break, and Spring Break.		
Thanksgiving Break	Winter Break	Spring Break

Nevco Sports LLC  
 301 East Harris Ave.  
 Greenville, Illinois 62246  
 800-851-4040  
[www.nevco.com](http://www.nevco.com)



Nevco Scoring and Display Consultant  
 Troy Burns, Sales Manager  
 832-693-1660  
 email- Tburns@nevco.com

**BUYBOARD 777-25**

Submission Date: September 30, 2025

**P#25803**

**Proposal Page 1**

Quote Valid: 90 days

Purchaser: **Dunae Tuhn, Natatorium Director**  
**Virtual Video Swim Package for Natatorium**

Line #	Quantity	Equipment	UNIT	List Price
1	1	<b>Nevco AE-3.9mm True Pixel High Resolution Video Display</b>	49,200.00	49,200.00
2		Dimensions: (active area) 6.56'H x 11.48'L		-
3		Resolution: 512 x 896		-
4		Design: Nevco/UL Listed/Redundant Data and Power Design		-
5		Pixel Design: 3 LED Diodes per Pixel (1R/1B/1G) True Pixel Design		-
6		Color Capability: 550 Billion Colors Minimum		-
7		Viewing Angles: 170 Degrees Horizontal / 170 Degrees Vertical		-
8		Nevco One Video Pro		-
9		Data Cable from Display to operator included		-
10	1	ADI Top Mounted School ID Sign Panel with Graphics	1,590.00	1,590.00
11				-
12		<b>Nevco ALGE Aquatics Package</b>		-
13	1	<b>Timing System for 8 Lanes</b>	46,860.00	46,860.00
14	1	TM-SWIM Time Manager Including 32 Bit Software, temperature compensated quartz oscillator, integrated starting system, case		-
15		P6-8 Protocol Printer controlled from TM SWIM		-
16	1	Notebook for timing or results Display 15.6" 1920 x 1080 Intel Core i5, 8GB Ram, 250GB HDD, 4GB GPU, Windows 11 or better		-
17	1	SWT3 Swim-Terminal: 1x Touchpad, 3x Push-Button, 1x Relay sensor internally not numbered.		-
18	1	SWCBL8S Cable Set for 8 Lanes, 1x 200-20, 7x 200-4, SWT END		-
19	8	TP20C60 Touchpads. Superior Grip surface with cross current reducing patented construction. Dimensions 94.5" x 24"		-
20		TP-GS-2 Gutter Hang Fastener Set (2 Piece) Adjustable from 04" to 3"to fit most gutter systems		-
21	1	CADDY X60 Transport Cart for Touchpads		-
22		Stainless Steel Construction, hold up to 12 pads		-
23	9	023-02 Pushbutton for manual timing with 7' cables		-
24	1	SU3 Start Unit- Integrated Speech Amplifier and Microphone		-
25	1	FLASH XL LED Flash with professional tripod		-
26	2	199-20 Cable SU3/FLASH XL 65'		-
27	1	200-20 Cable SU3/TM SWIM SWT 65'		-
28	2	SPA2 Active speaker with rechargeable battery		-
29	2	SPP2 Passive speaker with stainless steel case		-
30	1	201-20 Cable TM SWIM-SPA 65'		-
31	1	201-07 Cable SPA-SPA 22'		-
32		<b>Continued Next Page</b>	<b>Page 1 total</b>	<b>97,650.00</b>

**Nevco Scoreboards include a 5 year parts and 2 year on site labor warranty.**  
**Payment Terms are 50% Down balance due on Commissioning**

Nevco Sports LLC  
 301 East Harris Ave.  
 Greenville, Illinois 62246  
 800-851-4040  
[www.nevco.com](http://www.nevco.com)



Nevco Scoring and Display Consultant  
 Troy Burns, Sales Manager  
 832-693-1660  
 email- Tburns@nevco.com

BUYBOARD 777-25

Submission Date: February 5, 2026

**P#26121**

**Proposal Page 2**

Quote Valid: 90 days

Purchaser: **Dunae Tuhn, Natatorium Director**  
 Virtual Video Swim Package for Natatorium

Line #	Quantity	Equipment	UNIT	List Price
1	1	<b>Total from page 1</b>	94,325.00	94,325.00
2				-
3				-
4				-
5				-
6				-
7				-
8				-
9				-
10				-
11				-
12				-
13				-
14				-
15				-
16				-
17				-
18	1	<b>Installation of Aquatics/Video Display Systems</b>	16,750.00	16,750.00
19		Installation Includes take down and disposal of the existing system		-
20		Installing new framework/brackets to the new structure		-
21		Hoisting and attaching Scoreboard/Video/Signs to wall structure		-
22		Routing all data and secondary circuits throughout the scoreboard/video/signs		-
23		Pull Cat5 Cable to operator location through owner conduit		-
24		Supply and run new deck wiring		-
25				-
26				-
27		Termination, Test and demonstration included.		-
28		On-Site Operator Training and commissioning Included on all systems.		-
29		<b>Does not include primary electrical source power at Video</b>		-
30				-
31				-
32				-
33				-
34				-
35	1	<b>Freight</b>	4,005.00	4,005.00
36	1	<b>Discount to Customer</b>	-10,159.00	(10,159.00)
37				<b>104,921.00</b>

**Nevco Scoreboards include a 5 year parts and 2 year on site labor warranty.  
 Payment Terms are 50% Down balance due on Commissioning**



# 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:	Nevco	Quote Total:	\$104,921.00
Summary:	Nevco's proposal delivers a larger, higher-resolution video display combined with a fully automatic competition-grade timing system, including touchpads, start system, operator training, and removal of the existing equipment.		
Vendor Name:	Daktronics	Quote Total:	\$88,212.00
Summary:	Daktronics' proposal is limited video display and does not include essential aquatic timing components required for swim meet operations.		
Vendor Name:	Digital	Quote Total:	\$67,860.00
Summary:	Quote includes timing system, but no video board option.		

Funding /Account #: 199.36.6639.41.805.91.000

Vendor Selected: Nevco

Selection Justification: Nevco provides greater functionality, stronger aquatic specialization, longer on-site labor coverage, and superior long-term value for Beaumont ISD

Name of Department/Campus Administrator: Athletic Department  
Ron Jackson

Signature: [Handwritten Signature]

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



# PREFERRED FACILITIES GROUP - USA

February 5, 2026

Mailing Address:  
PO Box 20658  
Beaumont, TX 77720-0658

Mark McClelland  
Beaumont ISD  
3392 Harrison  
Beaumont, TX 77706

(409) 842-8293  
 (409) 842-2274  
 pfg@pfg-usa.com  
 pfg-usa.com

**Project: "BISD Campus Security Tint"**

**Subject: "Proposal"**

Dear Mr. McClelland

Job Order Contracting

We are pleased to submit our proposal utilizing our 728-24 Buy Board Texas Contract based on local CCI and coefficient of .89.

Co-Op Purchasing Agreements

**Proposal Recap:**

- **Furnish material and labor to** wet glaze 8mil safety film on any exterior door with glass in it.
- **Furnish material and labor to**
- Clean up and haul off any construction related debris associated with this project.

Indefinite Delivery, Indefinite Quantity - IDIQ

Proposal Cost	\$	265,271.11
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---

Multiple Award Construction Contracts - MACC

We estimate approximately **thirty (30)** working days to complete upon material delivery. (4-5 Weeks)  
We explicitly exclude all liquidated damages for this project due to the volatility of the market and supply chain challenges.

Task Order Contracts TOC

Our estimate is based on our interpretation of the project as presented to us. Our scope is limited to the line items broken down into individual tasks of work and developed based upon the Unit Price Book rate as modified by the city cost adjustment and our Coefficient. All pricing for the required line-item estimate is derived from the current calendar year RSMeans Facilities Construction Cost Data Book with Updates.

Construction Management - Agent or At-Risk

Once the quantities of work and price are approved, the individual Job Order becomes a fixed-price lump sum contract.

Design Build

This pricing is based on recommended work hours of Monday thru Friday 7:00 am to 5:00 pm. Please contact us at 409-842-8293 at your convenience to discuss this estimate.

Government

Respectfully submitted,  
**Preferred Facilities Group - USA**

Commercial

Joshua Schmuck  
Estimator/Project Manager

Education

cc: PFG/file  
25-0108

Industrial

Infrastructure

Communications

Corporate/Retail

Assembly





# 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.				
<b>Vendor Name:</b>	Construction Managers of SETX	<b>Quote Total:</b>	\$285,373.00	
<b>Summary:</b>	Security window film for all required campuses in accordance with TEA requirements.			
<b>Vendor Name:</b>	Preferred Facilities Group - USA	<b>Quote Total:</b>	\$265,271.11	
<b>Summary:</b>	Security window film for all required campuses in accordance with TEA requirements.			
<b>Vendor Name:</b>	Binswanger Glass	<b>Quote Total:</b>	\$246,270.00	
<b>Summary:</b>	Security window film for all required campuses in accordance with TEA requirements.			

**Funding /Account #:** \_\_\_\_\_

**Vendor Selected:** Preferred Facilities Group - USA

**Selection Justification:** Preferred Facilities was selected for this project due to availability and lead time.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Name of Department/Campus Administrator:** Director of Maint. & Operations

**Signature:**

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

# YONDR

P.O Box 739483  
Dallas, Texas 75373-9483  
United States

## PHONE-FREE SPACES

Quote Number 00006664 Date 2/2/2026  
Yondr Rep Jordan Camazine Expiration Date 3/2/2026  
[jordan@overyondr.com](mailto:jordan@overyondr.com) Terms Net 30

Bill To Name Beaumont Independent School District Ship To Name Beaumont Independent School District  
Bill To 3395 Harrison Avenue Ship To 1650 Caldwell Avenue  
Beaumont, Texas 77706 Beaumont, Texas 77705  
United States United States

Item	Item Description	Location	List Price	Sales Price	Package Includes	Quantity	Total Price
Additional V4 XL ID Pouches	V4 additional pouch	Beaumont Independent School District	15.00	15.00	<input type="checkbox"/>	6,775	101,625.00
Additional Handheld Unlocking Bases	V3 compatibility, size HANDHELD, gray, branded	Beaumont Independent School District	100.00	100.00	<input type="checkbox"/>	10	1,000.00
Additional Round Unlocking Bases	V3 locking compatibility, size ROUND mountable base, grey, branded, no feet	Beaumont Independent School District	100.00	100.00	<input type="checkbox"/>	10	1,000.00
Velcro Pouches	Size extra large, grey, branded, velcro closure	Beaumont Independent School District	15.00	15.00	<input checked="" type="checkbox"/>	75	1,125.00

Subtotal	USD 104,750.00
Discount	0.00%
Total Price	USD 104,750.00
Tax	USD 0.00
Shipping and Handling	USD 2,618.75
Grand Total	USD 107,368.75

### For Wire Transfers:

Beneficiary Account Name: Yondr, Inc  
Beneficiary Account Number: 713386509  
Beneficiary Bank Name: JPMORGAN CHASE BANK, N.A. - NEW YORK  
Beneficiary Bank Swift BIC: CHASUS33  
Beneficiary Bank Routing Number: 021000021

### For ACH Delivery:

Account Name: Yondr, Inc Receivables  
Account Number: 713386509  
Bank Routing Number: 322271627

**Terms & Conditions:** This quote is valid for 30 days. This transaction constitutes the acquisition of Yondr products. This purchase does not include a warranty, replacements, or product upgrades. Additional Yondr products or services can be purchased at any time. Payments for this purchase must be remitted within 30 days of receiving the invoice. By proceeding with this purchase, you acknowledge and accept these terms and conditions. Yondr will use commercially reasonable efforts to deliver the product by the Delivery Date discussed, subject to the availability of the finished product. Yondr shall not be liable for any delays, loss, or damage in transit.

II.F.4. Consider Resolution Regarding  
Senate Bill 11



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Consider SB 11 Resolution Regarding Period of Prayer and Reading of Bible or Other Religious Text.

**Cabinet Level Presenter(s):** Dr. Shannon Allen, Superintendent and/or Coby Wilbanks, General Counsel

**Additional Presenter(s):**

**Executive Summary:** The Board will consider a SB 11 Resolution regarding a daily period of prayer and reading of Bible or other religious text, time, as required by law, and take a record vote on whether to adopt the resolution.

**Recommendation:** Decline adoption of the Resolution regarding Senate Bill 11, which would authorize Beaumont ISD to designate a daily period of prayer and reading of the Bible or other religious texts as provided by the Texas Education Code §25.0823.

**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):**

Shannon Allen  
Cabinet Level Presenter's Signature

2/10/26  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



**To: BISD Board of Trustees**  
**From: Dr. Shannon Allen**  
**Date: February 13, 2026**  
**Subject: Senate Bill 11 – Optional Daily Prayer/ Religious Reading Period**

---

## **Background**

Senate Bill 11 (SB 11), effective September 1, 2025, requires school boards to vote on whether to adopt a policy allowing a daily period for voluntary prayer or the reading of religious texts.

Participation would require parent consent and must be voluntary for students and staff.

It is important to note:

- Students and staff already have the legal right to pray individually or read religious texts during non-instructional time.
- SB 11 does not create new religious rights; it authorizes a structured, district-managed program.

## **Operational Considerations**

### **1. Instructional Time and Scheduling**

- Campus schedules are already fully committed to instructional priorities.
- Implementing a daily period would require adjustments that could reduce instructional time or create operational disruption.

### **2. Staffing, Supervision, and Space**

- Campuses would need designated locations and supervision.
- No additional state funding is provided to support implementation.
- Implementation would increase administrative and campus-level workload.



### **3. Legal and Risk Considerations**

- Structured religious periods may increase the risk of complaints or litigation related to:
  - Perceived endorsement of religion
  - Coercion or peer pressure
  - Equity concerns for students of different faiths or no faith
- Even with state support, districts would bear the operational and reputational impact of disputes.

### **4. Student Climate and Inclusivity**

- A structured program may unintentionally create:
  - Social pressure to participate
  - Feelings of exclusion among some students
  - Potential for division rather than unity

### **Key Governance Consideration**

This decision does not affect students' ability to pray or practice their faith individually. A vote against adoption maintains current practices and preserves local flexibility without adding new operational requirements.

### **Superintendent's Recommendation**

After reviewing the requirements of SB 11 and considering the operational, legal, and instructional implications, I recommend that the Board decline to adopt the optional daily prayer/religious reading period at this time.

### **Rationale:**

- Students' existing religious freedoms are already protected.
- Implementation would create scheduling, staffing, and supervisory challenges without additional funding.
- The policy introduces potential legal risks.
- The district's focus should remain on academic improvement and student outcomes.

**RESOLUTION OF THE  
BEAUMONT INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES**

**WHEREAS**, Senate Bill 11, passed by the 89<sup>th</sup> Texas Legislature, requires each school board to take a record vote by March 1, 2026, on whether to adopt a policy requiring each campus to provide students and employees with an opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day; and

**WHEREAS**, Section 25.0823(a-1) of the Texas Education Code prescribes a model resolution that must be adopted by record vote before the District may implement such a policy; and

**WHEREAS**, the Board of Trustees is required to hold a record vote on the approval of this resolution to comply with Senate Bill 11; and

**WHEREAS**, if this resolution is approved by a majority vote, a policy shall be adopted requiring every campus of Beaumont ISD to provide the prayer and reading time described above; and

**WHEREAS**, if this resolution is not approved by a majority vote, no such policy will be adopted and campuses will not be required to offer a period of prayer and reading as described above; and

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD THAT:**

**The Beaumont Independent School District shall adopt a policy requiring every campus of Beaumont ISD to provide a period of prayer and reading of the Bible or other religious text as provided by Section 25.0823, Education Code.**

**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 lawfully called meeting on February 19, 2026. A quorum of the Board being then present, a motion was made [ \_\_\_ to adopt/ \_\_\_ not to adopt] the resolution and seconded, and the following vote occurred, resulting in the [ \_\_\_ adoption / \_\_\_ rejection] of this resolution:

	For	Against	Abstain
Thomas Sigeo Sr., President	_____	_____	_____
Robert C. Dunn Sr., Vice President	_____	_____	_____
Denise Wallace-Spooner, Secretary	_____	_____	_____
Yolanda Avery, Trustee	_____	_____	_____
Joe A. Evans, Trustee	_____	_____	_____
Matilda "Tillie" Hickman, Trustee	_____	_____	_____

---

Board President  
Thomas P. Sigeo, Sr.

---

Board Secretary  
Denise Wallace-Spooner



Board Exhibit Cover Sheet

**APPROVED**  
2/19/26 TFS

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Consider SB 11 Resolution Regarding Period of Prayer and Reading of Bible or Other Religious Text.

**Cabinet Level Presenter(s):** Dr. Shannon Allen, Superintendent and/or Coby Wilbanks, General Counsel

**Additional Presenter(s):**

**Executive Summary:** The Board will consider a SB 11 Resolution regarding a daily period of prayer and reading of Bible or other religious text, time, as required by law, and take a record vote on whether to adopt the resolution.

**Recommendation:** Decline adoption of the Resolution regarding Senate Bill 11, which would authorize Beaumont ISD to designate a daily period of prayer and reading of the Bible or other religious texts as provided by the Texas Education Code §25.0823.

**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):**

Shannon Allen  
Cabinet Level Presenter's Signature

2/10/26  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**RESOLUTION OF THE  
BEAUMONT INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES**

**WHEREAS**, Senate Bill 11, passed by the 89<sup>th</sup> Texas Legislature, requires each school board to take a record vote by March 1, 2026, on whether to adopt a policy requiring each campus to provide students and employees with an opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day; and

**WHEREAS**, Section 25.0823(a-1) of the Texas Education Code prescribes a model resolution that must be adopted by record vote before the District may implement such a policy; and

**WHEREAS**, the Board of Trustees is required to hold a record vote on the approval of this resolution to comply with Senate Bill 11; and

**WHEREAS**, if this resolution is approved by a majority vote, a policy shall be adopted requiring every campus of Beaumont ISD to provide the prayer and reading time described above; and

**WHEREAS**, if this resolution is not approved by a majority vote, no such policy will be adopted and campuses will not be required to offer a period of prayer and reading as described above; and

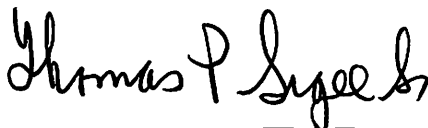
**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD THAT:**

**The Beaumont Independent School District shall adopt a policy requiring every campus of Beaumont ISD to provide a period of prayer and reading of the Bible or other religious text as provided by Section 25.0823, Education Code.**

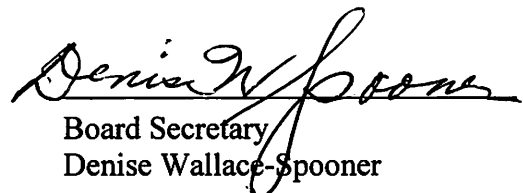
**CERTIFICATE FOR RESOLUTION**

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Beaumont Independent School District during a lawfully called meeting on February 19, 2026. A quorum of the Board being then present, a motion was made [     to adopt/  not to adopt] the resolution and seconded, and the following vote occurred, resulting in the [     adoption /  rejection] of this resolution:

	For	Against	Abstain
Thomas Sigeo Sr., President	<input checked="" type="checkbox"/>	<u>   </u>	<u>   </u>
Robert C. Dunn Sr., Vice President	<u>   </u> <i>ABSENT</i>	<u>   </u>	<u>   </u>
Denise Wallace-Spooner, Secretary	<u>   </u>	<input checked="" type="checkbox"/>	<u>   </u>
Yolanda Avery, Trustee	<input checked="" type="checkbox"/>	<u>   </u>	<u>   </u>
Joe A. Evans, Trustee	<input checked="" type="checkbox"/>	<u>   </u>	<u>   </u>
Matilda "Tillie" Hickman, Trustee	<input checked="" type="checkbox"/>	<u>   </u>	<u>   </u>



Board President  
Thomas P. Sigeo, Sr.



Board Secretary  
Denise Wallace-Spooner

II.F.5. Approve Annual Investment  
Report



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2025

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

**Agenda Item Title:** Approve Annual Investment Report

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):**

**Executive Summary:** The Public Funds Investment Act and district policy requires the reporting of this investment information including disclosure of market values for the beginning and ending periods under review as well as investment transactions for the year.

**Recommendation:** Approve the Annual Investment Report

**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):**

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

  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**ANNUAL INVESTMENT REPORT  
FOR THE YEAR ENDED DECEMBER 31, 2025**

**Investment Program**

The legal requirements and local authority for investment of district funds are detailed in Board Policy CDA (Legal) and CDA (Local) as adopted by the Board of Trustees. The investments utilized by Beaumont ISD for 2025 included Lone Star and TexPool Investment Pools.

**Lone Star Investment Pool:**

The District is invested in Lone Star Investment Pool (the "Pool"), a pooled government fund created under the authorization of the Interlocal Cooperation Act of the State of Texas, Chapter 791 of the Government Code, as amended. The Pool offers three funds to assist local governments in meeting financial requirements; the Corporate Overnight Plus Fund, the Corporate Overnight Fund and the Government Overnight Fund. The District invests in all three Funds offered by Lone Star. These funds provide participating governmental entities with safety of principal, daily liquidity and the highest possible rate of return. Funds are invested solely in obligations of the U.S. Government and its agencies and instrumentalities and in certain other high-quality investments secured by or consisting of securities. Pool investments are confined to those of the highest quality under the Public Funds Investment Act (U.S. Government obligations), thus effectively eliminating credit risk.

**TexPool:**

TexPool is governed by the Texas Public Funds Investment Act. The State Comptroller of Public Accounts oversees TexPool. Federated Investors is the full service provider to the pools managing the assets, providing Participant Services, and arranging for all custody and other functions in support of the pools operations under a contract with the Comptroller. The pools seek to maintain a \$1.00 value per share as required by the Texas Public Funds Investment Act. TexPool investments consist exclusively of U. S. Government securities, repurchase agreements collateralized by U. S. Government securities, and AAA-rated no-load money market mutual funds. TexPool is rated AAAM by Standard & Poor's, the highest rating a local government investment pool can achieve. The weighted average maturities of the pools cannot exceed 60 days, with the maximum maturity of any investment limited to 13 months.

**Investment Position at December 31, 2025**

Lone Star Investment Pool	\$ 102,343,067.05
TexPool	<u>4,785,976.24</u>
Total Investments	<u>\$ 107,129,043.29</u>

**2025 Investment Activity**

A Summary of 2025 activity is listed below:

<u>Investment</u>	Carrying Amount	Additions	Deductions	Carrying Amount
	01/01/2025	01/01/2025 - 12/31/2025	01/01/2025 - 12/31/2025	12/31/2025
General Fund - Corporate Overnight Plus Fund	\$ 39,799,895.22	167,028,289.02	141,914,889.12	\$ 64,913,295.12
General Fund - Corporate Overnight Fund	1,216,542.92	5,256,659.48	-	6,473,202.40
General Fund - Government Overnight Fund	19,225,447.36	107,806,635.32	111,450,000.00	15,582,082.68
Total General Fund	<u>\$ 60,241,885.50</u>	<u>\$ 280,091,583.82</u>	<u>\$ 253,364,889.12</u>	<u>\$ 86,968,580.20</u>
Debt Service - Corporate Overnight Plus Fund	\$ 12,089,108.14	19,342,422.23	25,747,245.75	\$ 5,684,284.62
Debt Service - Corporate Overnight Fund	671,907.58	29,846.71	-	701,754.29
Debt Service - Government Overnight Fund	3,685,999.08	25,922,706.42	20,620,257.56	8,988,447.94
Total Debt Service Fund	<u>\$ 16,447,014.80</u>	<u>45,294,975.36</u>	<u>46,367,503.31</u>	<u>\$ 15,374,486.85</u>
Total Lone Star Investments	<u>\$ 76,688,900.30</u>	<u>\$ 325,386,559.18</u>	<u>\$ 299,732,392.43</u>	<u>\$ 102,343,067.05</u>

**ANNUAL INVESTMENT REPORT  
FOR THE YEAR ENDED DECEMBER 31, 2025**

2025 Investment Activity, Continued

**TexPool  
Year Ended December 31, 2025**

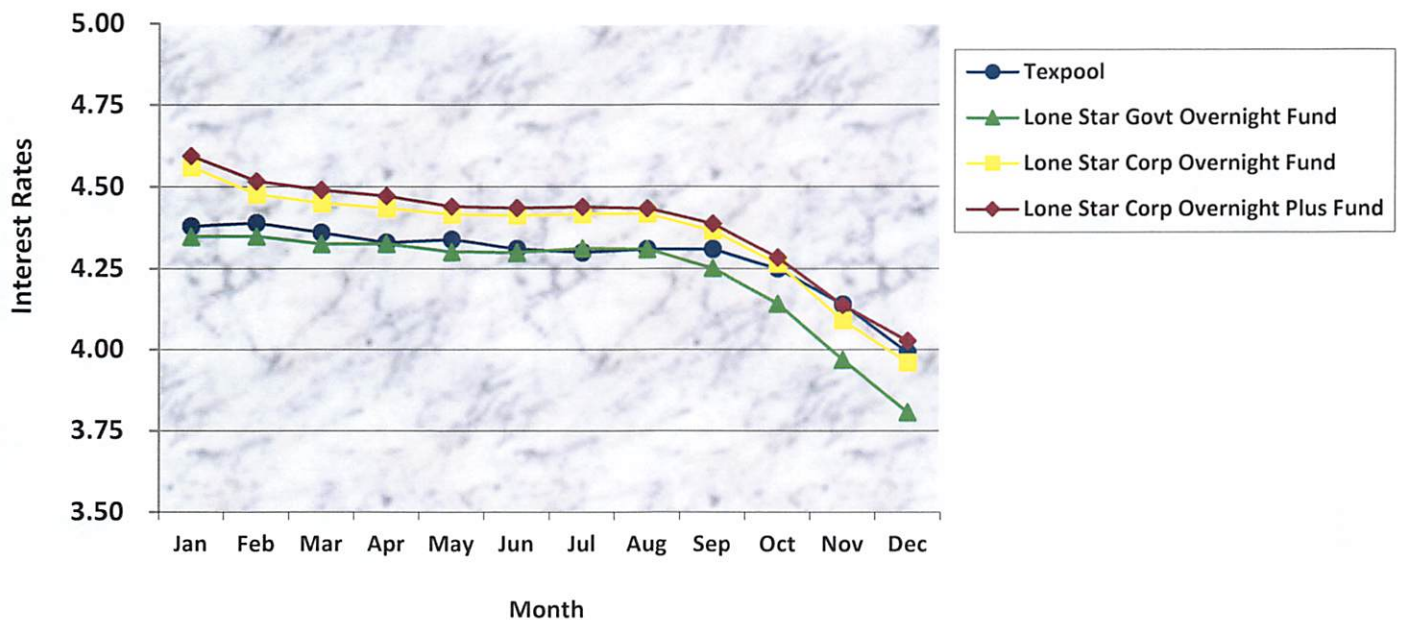
	Carrying Amount 01/01/2025	Additions 1/1/2025- 12/31/2025	Deductions 1/1/2025- 12/31/2025	Carrying Amount 12/31/2025
General Fund	\$ 4,424,173.28	\$ 191,117.91	\$ -	\$ 4,615,291.19
Debt Service Fund	163,617.06	7,067.99	-	170,685.05
<b>Total TexPool Investments</b>	<b>\$ 4,587,790.34</b>	<b>\$ 198,185.91</b>	<b>\$ -</b>	<b>\$ 4,785,976.24</b>

Review of Interest Earnings for the Year

General Fund	\$ 3,742,854.88
Debt Service Fund	<u>699,000.33</u>
<b>Total Yield</b>	<b>\$ <u>4,441,855.21</u></b>

Review of Interest Rates for the Year

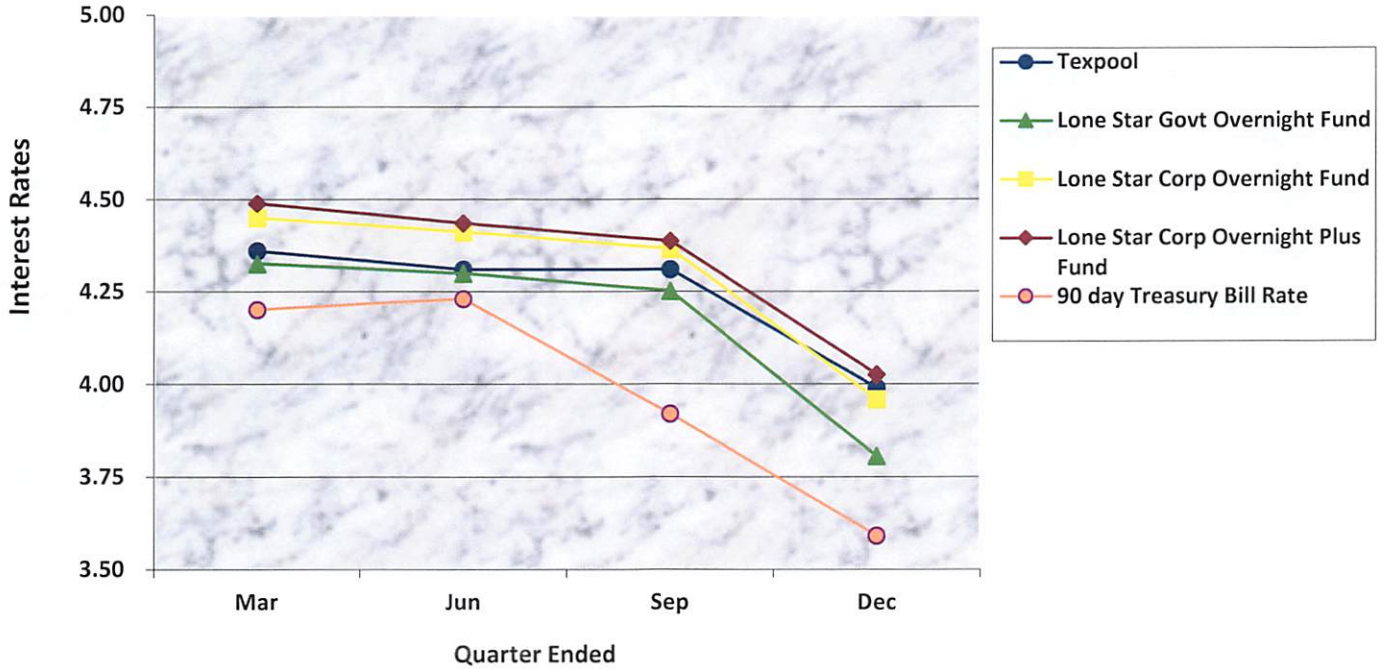
**Comparison of 2025 Monthly Interest Rates**



**ANNUAL INVESTMENT REPORT  
FOR THE YEAR ENDED DECEMBER 31, 2025**

Comparison of Interest Rates to 90-Day T-Bill Rates

**Comparison of 2025 Interest Rates**



Investment Strategies for 2026

The District will continue to remain conservative in its investment strategy thru this time. The major vehicles used for investments during 2026 for the district will be pooled funds. These provide:

- Safety of principal
- Daily Liquidity
- Easy access to funds
- Interest paid monthly

  
Cheryl Hernandez, CFO

  
Stacey Fitch, Comptroller

II.F.6. Approve Rankings and Contract  
Award for Stadium Scoreboard  
Project (CSP 26.11)



**Board Exhibit Cover Sheet**

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Approve Rankings and Contract Award for the Stadium Scoreboard Project (CSP 26.11)

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Randall Maxwell, Dr. Ron Jackson, Mark McClelland

**Executive Summary:** A Request for Competitive Sealed Proposals was issued for the Stadium Scoreboard Project. Five responses were received.

**Recommendation:** Approve Digital Scoreboards for the Stadium Scoreboard Project.

**Budget Impact\* (if applicable):** \$909,933.00

**Funding Source (if applicable):** General Fund

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

**Policy Reference (if applicable, list policy/regulation):** CH (Legal & Local); CV (Legal & Local)

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

Cheryl Hernandez  
Cabinet Level Presenter's Signature

2/11/2026  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**REQUEST FOR COMPETITIVE SEALED PROPOSAL EVALUATION TABULATION  
 BEAUMONT INDEPENDENT SCHOOL DISTRICT  
 CSP 26.11 – STADIUM SCOREBOARD PROJECT**

**PROPOSAL EVALUATION TABULATION**

**PROPOSAL OPENING FEBRUARY 10, 2026 @ 2:00 P.M.**

<u>OFFEROR'S COMPANY NAME</u>	<u>RESPONSIVE</u>	<u>TOTAL POINTS SCORED</u>	<u>RANKING</u>
LED OEM Partners	Y	76.08	4
Ace Sports	Y	80.83	3
Daktronics	Y	63.88	5
Digital Scoreboard <b>(Recommended)</b>	Y	88.99	1
Nevco	Y	87.57	2

**Evaluators:**

Dr. Ron Jackson – Director of Athletics  
 Joshua Lamb – CTE Teacher / BISD TV  
 Kelvin Cormier – Audio/Video Teacher / BISD TV  
 Mark McLelland – Director of Maint. and Operations  
 Bryan Jansen – Assistant Director of Maint. and Operations  
 Donald Chenault – Maintenance Supervisor

**Evaluation Criteria**

**Possible Points**

Price Proposal 50 points  
 Experience & Reputation 15 points  
 Quality of Proposer's Services 10 points  
 Financial Capability 5 points  
 Prior Relationship w/BISD 5 points  
 Proposed Project Personnel 5 points  
 Total Long Term Cost to the District 10 points

**REQUEST FOR COMPETITIVE SEALED PROPOSALS  
BEAUMONT INDEPENDENT SCHOOL DISTRICT  
CSP 26.11 – STADIUM SCOREBOARD PROJECT**

**EXHIBIT A: PROPOSAL FORM**

**IDENTIFICATION OF OFFEROR AND ACCEPTANCE OF TERMS**

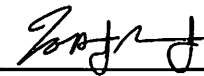
**IMPORTANT: A proposal, to be valid, must be manually signed in ink by an authorized person in the space provided. By such signature, Offeror agrees to strictly abide by the terms, conditions, and specifications set out in the Request for Competitive Sealed Proposals.**

**1.1 TO:** Beaumont Independent School District  
Attn: Purchasing Department  
3395 Harrison Ave, Beaumont, TX 77706

**1.2 SUBMITTED BY:** Digital Scoreboards

Address: 107 N Main St, Suite 3C, Columbia, IL 62236

Phone No.: (484) 695-7873 Email: bob@digitalscoreboards.net Date: 02/09/26

Signature: 

**1.3 PROPOSAL:** (amount in figures)  
Base Proposal Price shall include ALL work.  
Owner's Contingency (Item B) shall be utilized only as directed and approved by Owner and shall not be charged to the District if any portion remain unutilized.

A. Base Proposal Price: \$ 884,933.00

B. Owner's Contingency: \$25,000

**TOTAL PROPOSAL (Sum of A & B):** \$909,933.00

**1.4 ALTERNATE:** (amount in figures)

Extended maintenance/warranty contract on displays and control systems (if offered):

\$ \_\_\_\_\_

Additional Description of Maintenance/Warranty program provided above:  
(please list any additional details including term, what contract includes, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



II.F.7. Approve Rankings and Contract  
Award for Stadium Driveway Project  
(CSP 26.10)



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Approve Rankings and Contract Award for the Stadium Driveway Project (CSP 26.10)

**Cabinet Level Presenter(s):** Cheryl Hernandez

**Additional Presenter(s):** Randall Maxwell, Mark McClelland, Dr. Ron Jackson

**Executive Summary:** A Request for Competitive Sealed Proposals was issued for the Stadium Driveway Project. Four responses were received.

**Recommendation:** Approve Triangle Civil Services for the Stadium Driveway Project.

**Budget Impact\* (if applicable):** \$119,060.00

**Funding Source (if applicable):** General Fund

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

**Policy Reference (if applicable, list policy/regulation):** CH (Legal & Local); CV (Legal & Local)

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

Cheryl Hernandez  
Cabinet Level Presenter's Signature

2/11/2026  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**REQUEST FOR COMPETITIVE SEALED PROPOSAL EVALUATION TABULATION  
 BEAUMONT INDEPENDENT SCHOOL DISTRICT  
 CSP 26.10 – STADIUM DRIVEWAY PROJECT**

**PROPOSAL EVALUATION TABULATION**

**PROPOSAL OPENING FEBRUARY 10, 2026 @ 3:00 P.M.**

<u>OFFEROR'S COMPANY NAME</u>	<u>RESPONSIVE</u>	<u>TOTAL POINTS SCORED</u>	<u>RANKING</u>
Triangle Civil Services <b>(Recommended)</b>	Y	97.00	1
Brystar Contracting	Y	80.10	4
Preferred Facilities Group	Y	96.58	2
Construction Managers of SETX	Y	91.89	3

**Evaluators:**

Mark McClelland – Director of Maint. & Operations  
 Bryan Jansen – Asst. Director of Maint. & Operations  
 Donald Chenault – Maintenance Supervisor

**Evaluation Criteria**

Price Proposal 50 points  
 Experience & Reputation 20 points  
 Quality of Proposer's Services 10 points  
 Financial Capability 5 points  
 Prior Relationship w/BISD 5 points  
 Proposed Project Personnel 10 points

**Possible Points**

**REQUEST FOR COMPETITIVE SEALED PROPOSALS  
BEAUMONT INDEPENDENT SCHOOL DISTRICT  
CSP 26.10 – STADIUM DRIVEWAY PROJECT**

**EXHIBIT A: PROPOSAL FORM**

**IDENTIFICATION OF OFFEROR AND ACCEPTANCE OF TERMS**

**IMPORTANT:** A proposal, to be valid, must be manually signed in ink by an authorized person in the space provided. By such signature, Offeror agrees to strictly abide by the terms, conditions, and specifications set out in the Request for Competitive Sealed Proposals.

**1.1 TO:** Beaumont Independent School District  
Attn: Purchasing Department  
3395 Harrison Ave, Beaumont, TX 77706

**1.2 SUBMITTED BY:** Triangle Concrete Services, Inc. d.b.a. Triangle Civil Services

Address: 1350 South Major Drive, Beaumont, Texas 77707

Phone No.: 409-861-1650 Email: jerrod@tcsinc.build Date: 2/10/2026

Signature: 

**1.3 PROPOSAL:** (amount in figures)  
Proposal Price shall include ALL work.

Proposal Price: \$ 119,060.00

**1.5 ADDENDA:** Undersigned acknowledges receipt of Addenda:

Nos. & Dates) #1 Dated 2/3/2026

**1.6 REVIEW OF CONTRACT DOCUMENTS**

The Proposer certifies that it has reviewed the Minor Contractor Agreement.

Yes     No

Proposer agrees that if any revisions are requested to the terms and conditions in the Agreement attached as Exhibit B, they are listed below or attached on a separate sheet and submitted with the Proposal response:

Yes     No

II.F.8. Approve Beaumont ISD's application and plan for a delay in Teacher Certification Requirements for Foundation Curriculum Courses through the beginning of the 2029-2030 school year.



## Board Exhibit Cover Sheet

**Meeting Date:** February 19, 2026

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

**Agenda Item Title:** Consider Approval of Beaumont ISD's HB 2 Application and Plan for a Delay in Teacher Certification Requirements

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

**Additional Presenter(s):** Emily Collins Davis, Director of Professional Development

**Executive Summary:** House Bill (HB) 2 limits a district's ability to waive teacher certification requirements for Foundation Curriculum courses through a District of Innovation (DOI) plan. Beaumont ISD is requesting Board approval to submit an application to the Commissioner of Education for a delay in implementation of these certification requirements through the beginning of the 2029–2030 school year. This delay will allow the District to maintain staffing stability while implementing a structured transition plan to support uncertified teachers in obtaining standard certification through Region V ESC and TeachWorthy Education Preparation Programs.

**Recommendation:** Approve Beaumont ISD's application and plan for a delay in teacher certification requirements for Foundation Curriculum courses through the beginning of the 2029–2030 school year and authorize submission of the District's certification transition plan to the Commissioner of Education.


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

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

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

**Policy Reference (if applicable, list policy/regulation):** Texas Education Code (TEC) §21.003 and §21.0032; 19 Texas Administrative Code (TAC) Chapter 231

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

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

  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## **Beaumont ISD's HB 2 Certification Transition & Support Plan**

### **Delay of Teacher Certification Requirements for Foundation Curriculum Courses**

**Implementation Period:** 2025–2026 through 2029–2030

**EPP Partners:** Region V ESC and TeachWorthy

### **I. Purpose**

House Bill (HB) 2 limits a district's ability to waive teacher certification requirements for Foundation Curriculum courses through a District of Innovation (DOI) plan. Beaumont ISD is requesting a delay in implementation of these requirements through the beginning of the 2029–2030 school year to ensure instructional continuity while transitioning teachers into appropriate certification pathways.

### **II. District Baseline (2025–2026)**

Beaumont ISD employs approximately 1,046 teachers. Currently, 226 teachers serve in an adjunct status (22% of the teaching workforce).

Of these:

- 213 are degreed and enrolled in an Alternative Certification Program (ACP)
- 13 are non-degreed and enrolled in the District's BRACE Program
- 186 are currently teaching Foundation Curriculum courses
- 115 are teaching at the elementary level
- 111 are teaching at the secondary level

## II.A. Uncertified Foundation Curriculum Assignments (2025–2026)

The following table reflects the total number of uncertified individuals currently assigned to teach Foundation Curriculum courses by grade band and subject area:

Grade Band	Subject Area / Assignment	# of Uncertified Teachers
EC-6	Core Subjects	108
4-8	ELAR	8
4-8	Math	7
6-12	ELAR	11
6-12	Math	7
6-12	Science	18
6-12	Social Studies	27
<b>Total</b>		<b>186</b>

## II.B. Hiring Trends (New Uncertified Hires – 3-Year Average)

Beaumont ISD will provide the average number of new uncertified teachers hired annually over the last three years, including the number hired for Foundation Curriculum assignments.

School Year	Uncertified Foundation New Hires	Uncertified Non-Foundation New Hires	Total Uncertified New Hires
2023-24	46	7	53
2024-25	59	9	68
2025-26	109	16	125
3 Year Average	71	10	82

## III. Educator Preparation Program (EPP) Partners

Beaumont ISD will support certification completion through the following EPP partners:

- Region V Education Service Center (Region V ESC)
- TeachWorthy

These partners are aligned with the District’s current BRACE (Elevate Pathway) certification support structure.

## IV. Transition Timeline and Certification Roadmap

Beaumont ISD will implement a structured, measurable roadmap to ensure teachers assigned to Foundation Curriculum courses transition to appropriate certification by 2029–2030.

School Year	Transition Goal	District Actions	Expected Outcome	Responsible Parties
2025-2026	Stabilize staffing and verify certification enrollment	Verify enrollment in Region V ESC or TeachWorthy for all uncertified Foundation teachers; establish individual certification plans; begin 3x/year monitoring	All uncertified Foundation teachers are enrolled and on a documented certification pathway	Iman Zachare-HR Staff, Emily Collins Davis- BRACE, Campus Principals
2026-2027	Increase enrollment in ACP programs	Host an ACP Fair for all uncertified Foundation teachers with various ACP programs with on-site enrollment	All uncertified Foundation teachers are enrolled and on a documented certification pathway	Iman Zachare-HR Staff, Emily Collins Davis- BRACE, Campus Principals
2026-2027	Move candidates into intern certification and testing completion	Ensure candidates obtain appropriate intern certification aligned to assignment; provide exam support and STR completion timelines; reduce uncertified Foundation hires by 25%	The majority of teachers obtain intern certificates and complete the required exams	Iman Zachare-HR Staff, Emily Collins Davis- BRACE, Campus Principals
2027-2028	Complete standard certification for teachers on track	Monitor program completion; provide targeted interventions; strengthen compliance checkpoints; reduce uncertified Foundation hires by 50%	Significant increase in teachers' earning standard certification	Iman Zachare-HR Staff, Emily Collins Davis- BRACE, Campus Principals
2028-2029	Phase out uncertified Foundation assignments and tighten hiring controls	Remove teachers not demonstrating progress from Foundation assignments; tighten hiring expectations; reduce uncertified Foundation hires by 75%	Reliance on uncertified Foundation teachers is substantially reduced	Iman Zachare-HR Staff, Emily Collins Davis- BRACE, Campus Principals
2029-2030	Achieve full compliance	Hire only certified teachers for Foundation Curriculum assignments; finalize transition and compliance reporting; 0% uncertified Foundation hires	Full certification compliance for Foundation Curriculum courses	Iman Zachare-HR Staff, Emily Collins Davis- BRACE, Campus Principals

## V. Monitoring, Support, and Accountability

To ensure measurable progress and timely completion, Beaumont ISD will implement the following accountability supports:

- Certification status monitoring three times per year for entry-level adjuncts 1st year (Fall, Midyear, Spring)
- Certification status monitoring every 9 weeks for 2nd year adjuncts
- Certification status monitoring bi-monthly for 3rd year adjuncts
- Campus principal partnership meetings twice per year (October and February)
- Individual support meetings and resources for teachers upon request or as needed for intervention
- Centralized tracking of enrollment, program progress, and exam completion through HR and BRACE program staff

## VI. Staffing Stability and Retention Strategy

Beaumont ISD’s transition plan is designed to:

- Maintain staffing stability in Foundation Curriculum courses
- Support retention of currently employed uncertified teachers
- Reduce the percentage of uncertified teachers each year through structured support and accountability
- Strengthen long-term recruitment through established certification partnerships

## VII. Conclusion

This plan provides Beaumont ISD a structured and accountable pathway to full certification compliance for Foundation Curriculum assignments by the beginning of the 2029–2030 school year. The District’s approach balances state compliance requirements with the operational need to maintain staffing capacity and instructional continuity for students.

The Beaumont ISD Board of Trustees has reviewed and approved this District Plan for Meeting Teacher Certification Requirements and authorizes submission of this plan in support of the District’s application for a delay of teacher certification requirements through the beginning of the 2029–2030 school year.

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**Board President Signature**

**Date**

---

**Superintendent Signature**

**Date**

### III. ADJOURNMENT