

Beaumont Independent School District

District Improvement Plan

2019-2020

Accountability Rating: C



Board Approval Date: October 17, 2019

Mission Statement

We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment.

Vision

In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

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Demographics

Demographics Summary

Student enrollment has shifted in the district. Hispanic students are enrolling in increasing numbers while the city's other two large demographic groups, African American and White, have decreased in enrollment. Teacher demographics have not, however, resulted in the same shift. The teacher racial breakdown is disproportionate to the students with the majority being white with less than 6% Hispanic. There has been a slow response to the student demographic shift regarding programing. Service to these students has not resulted in improved student performance or retention since the dropout rate among Hispanic students in middle and high school has increased more than any other demographic. Of particular concern as well is the rising drop out and falling attendance rates district wide.

When comparisons have been made to the state it is to highlight not only the difference between district and state numbers, but it should also be noted that state numbers have remained steady in the last three to five years that were considered while district numbers have been more fluid.

- BISD teacher demographics have remained disproportionate to student demographics for the last 3 years within our three largest populations as evidenced by the chart below:
- Relative to state teacher turnover rates, BISD teacher turnover rates have remained higher than the state level for the last 3 years.
- Over the last 3 years the number of BISD teachers with zero to five years experience has increased by 6.8% while the number of teacher with 11+ years has decreased by 5.9%.
- BISD student daily attendance has continued to decrease over the last 3 years, with a 0.5 drop from 94.3% in 2015 to 93.8% in 2018.
- While African American enrollment has steadily declined in the district, the rate of out of school suspensions for African American students has remained high.
- African American dropout rates continued to increase over a 3 year period by 1.1% for grades 9-12:
- EL dropout rates continued to increase over a 3 year period by 3.6% for 7th-8th grades and 2.3% for 9-12 grades.
- BISD has zero documented quantitative data gauging student, parent and community expectations for special programs.

Problem Statement 1: BISD teacher demographics are disproportionate to student demographics as evidenced in the three largest populations - African American: students 59.8% / teachers 47%, Hispanic: students 24.3% / teachers 5.3%, White: students 10.3% / teachers 45%

African American Hispanic White

Teacher Student Teacher Student Teacher Student**2015-2016** 45.8 60.1 4.8 23 46.6 11.4**2016-2017** 45.3 60.1 5.0 23.3 47.5 10.9**2017-2018** 47.0 59.8 5.3 24.3 45.0 10.3**Problem Statement 2:** The BISD teacher turnover rate is 3.4% higher than the state. BISD 20% / State 16.6**State District****2015-2016** 16.5 19.5**2016-2017** 16.4 19.8**2017-2018** 16.6 20.0**Problem Statement 3:** In the past three years, the percentage of teachers with 11 or more years experience has decreased by 5.9%

Years of Experience	2015-2016	2016-2017	2017-2018
0-5	31.1	34.3	37.9
11+	50.6	47.1	44.7

Problem Statement 4: The student daily attendance rate has decreased 0.5% in the last three years.

	3-YR TREND ANALYSIS - BISD STUDENT ATTENDANCE RATES							
	Total	African American/Black	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More
2015-2016	94.3%	93.9%	94.9%	94.4%	93.9%	96.8%	95.4%	94.4%
2016-2017	94.2%	93.7%	94.8%	94.5%	93.8%	97.3%	96.3%	94.5%
2017- 2018	93.8%	92.7%	93.8%	94.0%	91.9%	96.9%	95.2%	93.6%

* 2019 -2020 attendance rate for all students was 92.8%

Problem Statement 5: Though the enrollment of African American student has declined over the last three years by 2.6%, The rate of out of school suspensions for the same students has increased from 18.22% to 19.85%

	Total # of African American Students Enrolled	OSS %
2015-2016	12,316	18.22%
2016-2017	12,305	19.37%
2017-2018	11,994	19.85%

Problem Statement 6: The dropout rate of African American students has increased over the last three years by 1.1%.

2014-2015	2015-2016	2017-2018
2.8%	3.2%	3.9%

Problem Statement 7: EL dropout rates have increased over the last three years in both middle school and high school - 7th & 8th 3.6% / 9th - 12th 2.3%.

	2014-2015	2015-2016	2016-17
Grades 7-8	0.6	2.7	4.2
Grades 9-12	9.2	10.3	11.5

Problem Statement 8: Though it was deemed imperative to determine what student, parent, and community expectations for special programs in the district are, BISD has no quantitative data regarding this information. Without this data, the district cannot determine if goals/achievements align with expectations.

Demographics Strengths

- As of spring 2019, BISD only had nine certified teachers assigned to areas in which they are not certified.
- Established in 2018, the BISD Grow Your Own Program accepted forty-nine teacher trainees of which fifteen participants have completed the program as of spring 2019 and are currently employed within the district.
- As of Spring 2019 the BISD teacher mentoring program has serviced twenty-five teachers from eight campuses.
- Relay training and support has fostered improved instructional practices for participating elementary and secondary campuses.
- BISD continues to build teacher pedagogy in linguistics and the application of foundational literacy skills in our tiered students for grades 1-3 and will add pre-K and K in Fall 2019.
- Expanded instructional coaching training and supports for curriculum leaders has allowed BISD curriculum staff to impact more classrooms through coaching and developing teachers on implementation of effective instructional strategies and small group supports.
- Human resource staff, district administrators, and campus administrators have been proactive in seeking out new teaching talent through district and non-district hosted job fairs.

- Business partner engagement has increased

Active volunteers

- 2018-19 1775
- 2017-18 1628
- 2016-17 1436

Business partners

- 2018-19 130
- 2017-18 100
- 2016-17 40

Problem Statements Identifying Demographics Needs

Problem Statement 1: BISD teacher demographics are disproportionate to student demographics as evidenced in the three largest populations - African American: students 59.8% / teachers 47%, Hispanic: students 24.3% / teachers 5.3%, White: students 10.3% / teachers 45%

Problem Statement 2: Relative to state teacher turnover rate, BISD's rate of 20% teacher turnover has remained higher than the state average of 16.6% turnover for the last three years. **Root Cause:** A failure to implement, maintain, and communicate a well-developed, centralized system of professional development accountability that provides for mentors, coaches, trainings, development of instructional leaders, and implementation of effective protocols that can be shared by all.

Problem Statement 3: In the past three years, the percentage of teachers with 11 or more years experience has decreased by 5.9%.

Problem Statement 4: The student daily attendance rate has decreased 0.5% in the last three years.

Problem Statement 5: Though the enrollment of African American students has declined over the last three years by 2.6%, the rate of out of school suspensions for the same students has increased from 18.22% to 19.85% over the last three years.

Problem Statement 6: The dropout rate of African American students has increased over the last three years by 1.1%.

Problem Statement 7: EL dropout rates have increased over the last three years in both middle school and high school: 7th and 8th grades - 3.6% ; 9th-12th grades - 2.3%

Problem Statement 8: Though deemed as imperative to determine what the expectations are of students, parents, and community for special programs in

the district, BISD has no quantitative data regarding this information. Without this data, the district cannot determine if goals/achievements align with student and stakeholder expectations.

Student Academic Achievement

Student Academic Achievement Summary

June 2018 EOC Results	Total Students Tested	Algebra Approaches	Total Students Tested	Biology Approaches	Total Students Tested	English I Approaches	Total Students Tested	English II Approaches	Total Students Tested	US History Approaches
District	160	49%	84	32	290	24%	200	19%	67	25%
Brown	NA	NA	1	*	3	*	3	*	1	*
Central	43	35%	36	22%	105	20%	65	11%	20	15%
Ozen	39	44%	17	47%	75	21%	61	13%	34	26%
West Brook	75	59%	29	34%	99	29%	62	32%	11	45%
ECHS	3	*	1	*	5	60%	2	*	NA	NA
* Masked Data										

December 2018 EOC Results	Total Students Tested	Algebra Approaches	Total Students Tested	Biology Approaches	Total Students Tested	English I Approaches	Total Students Tested	English II Approaches	Total Students Tested	US History Approaches
District	270	26%↑	209	44%↑	565	16%↓	494	17%↓	192	39%↑
Brown	17	47%↑	18	78%↑	27	30%↑	43	33%↑	27	59%
Beaumont United**	141	28%↑	99	43%↑	337	17%↓	284	13%↓	123	41%↑
ECHS	NA	NA	NA	NA	2	50%	1	0%	NA	NA
West Brook	106	21%↑	88	40%↑	190	14%↓	160	22%↓	40	20%↑

* Scores across the District increased in Algebra, Biology and US History.

* The total number of students tested decreased across the District in 3 subjects- Alg., Eng. Eng.II).

* The scores in Algebra increased from Dec. 2017: District-8%, Brown-20%, **BU-13%, WB-1%.

* The scores in Biology increased from Dec. 2017: District-9%, Brown-23%, **BU-13%, WB-9%

* The scores in English I decreased from Dec. 2017: District-3%, **BU-10%, WB-4%

* The scores in English II decreased from Dec. 2017: District-5%, **BU-7%, WB-1%

* The scores in USH increased from Dec. 2017: District-12%, Brown -13%, **BU-15%, WB-2%

**Central and Ozen 2017 scores combined and averaged to compare to BU for this year

2018 VS. 2019 STAAR Spring EOC Results	Algebra I			Biology			US History		
	2018	2019	2019	2018	2019	2019	2018	2019	2019
	Approaches Grade Level	Approaches Grade Level	Increase/Decrease from 2018	Approaches Grade Level	Approaches Grade Level	Increase/Decrease from 2018	Approaches Grade Level	Approaches Grade Level	Increase/Decrease from 2018
District	69%↓	70%	1%↑	80%↓	80%	NC	82%↑	80%	2%↓
BECHS	94%↓	98%	4%↑	99%↓	100%	1%↑	100%	100%	NC
Brown	75%↑	50%	25%↓	56%↑	64%	8%↑	61%↑	71%	10%↑
Beaumont United	---	60%	NC	---	77%	2%↑	---	74%	2%↓
Central	64%↑			75%↑			76%↑		
Ozen	55%↓			74%↓			76%↓		
West Brook	65%↓	68%	3%↑	85%↓	82%	3%↓	92%↑	84%	8%↓
King	100%	100%	NC	<ul style="list-style-type: none"> Central and Ozen's 2018 %s are averaged to compare to Beaumont United's 2019 scores. The arrows in the 2018 scores are for increases /decreases from 2017. NC- No Change from previous year. 					
Marshall	100%	100%	NC						
Odom Academy	99%↑	100%	1%↑						
Smith	100%	96%	4%↓						
South Park	100%	94%	6%↓						
Vincent	100%	100%	NC						

2018 VS.2019 STAAR Spring EOC Results	English I			English II		
	2018	2019	2019	2018	2019	2019
	Approaches Grade Level	Approaches Grade Level	Increase/Decrease from 2018	Approaches Grade Level	Approaches Grade Level	Increase/Decrease from 2018
District	51%↑	50%	1%↓	52%↑	55%	3%↑
BECHS	93%↓	95%	2%↑	96%	91%	5%↓
Brown	15%↓	33%	18%↑	21%↑	33%	12%↑
Beaumont United	---	35%	4%↓	---	47%	8%↑
Central	36%↑			36%↓		
Ozen	41%↑			42%↓		
West Brook	60%↑	60%	NC	66%↑	62%	4%↓
Odom Academy	100%	100%	NC			

2019 STAAR 3 rd Grade Results Approaches Grade Level	Reading			Math		
	2017	2018	2019	2017	2018	2019
	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level
District	52%↓	56%↑	54%↓	53%↑	51%↓	51%
Amelia ES	64%↑	60%↓	58%↓	68%↑	55%↓	39%↓
Blanchette ES	42%↑	43%↑	40%↓	50%↑	45%↓	45%
Caldwood ES	44%↑	51%↑	53%↑	39%↑	38%↓	53%↑
Charlton-Pollard ES	43%↓	46%↑	51%↑	62%↑	47%↓	52%↑
Curtis ES	88%	89%↑	77%↓	81%↓	74%↓	72%↓
Dishman ES	66%↑	66%	65%↓	72%	70%↓	73%↑
Fehl-Price ES	31%↓	45%↑	39%↓	34%↓	28%↓	21%↓
Fletcher ES	61%↓	84%↑	70%↓	55%↓	73%↑	74%↑
Guess ES	60%↓	78%↑	66%↓	61%↓	67%↑	61%↓
Homer Drive	62%↑	47%↓	54%↑	62%	46%↓	53%↑
Mae Jones-Clark ES	40%↑	40%	42%↑	44%↑	45%↑	45%
Martin ES	42%↓	51%↑	39%↓	50%↑	46%↓	37%↓
Pietzsch-MacArthur ES	36%↓	28%↓	33%↑	31%↓	22%↓	22%
Regina Howell ES	66%↓	75%↑	78%↑	65%↓	66%↑	81%↑

7 schools decreased in reading; 5 schools decreased in math.

6 schools increased in reading, 6 schools increased in math, 3 schools remained the same.

The District decreased in reading and stayed the same in math.

2019 STAAR 4th Grade Results Approaches Grade Level	Reading			Math			Writing		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level
District	52%↓	51%↓	51%	52%↑	49%↓	45%↓	50%↓	40%↓	43%↑
Amelia ES	42%↓	63%↑	55%↓	42%↓	47%↑	29%↓	43%↓	42%↓	36%↓
Blanchette ES	32%↓	33%↑	44%↑	23%↓	23%	42%↑	34%↓	45%↑	42%↓
Caldwood ES	39%↓	46%↑	42%↓	37%↑	44%↑	43%↑	35%↓	50%↑	37%↓
Charlton-Pollard ES	48%	45%↓	56%↑	51%↑	66%↑	41%↓	55%↑	50%↓	41%↓
Curtis ES	84%↓	84%	80%↓	81%↑	81%	64%↓	85%↑	61%↓	64%↑
Dishman ES	58%↓	64%↑	60%↓	59%	63%↑	49%↓	46%↓	48%↑	45%↓
Fehl-Price ES	41%↓	29%↓	30%↑	40%↑	31%↓	27%↓	43%↓	25%↓	36%↑
Fletcher ES	53%↓	62%↑	58%↓	58%↑	63%↑	59%↓	56%↓	66%↑	52%↓
Guess ES	78%↑	67%↓	64%↓	69%↑	45%↓	44%↓	73%↑	38%↓	53%↑
Homer Drive	56%↓	60%↑	51%↓	60%↑	52%↓	47%↓	52%	35%↓	34%↓
Mae Jones-Clark ES	32%↓	32%↑	26%↓	46%↑	26%↓	28%↑	38%↑	21%↓	26%↑
Martin ES	32%↓	42%↑	31%↓	34%↑	55%↑	38%↓	28%↓	42%↑	38%↓
Pietzsch-MacArthur ES	50%↓	33%↓	34%↑	41%↓	28%↓	29%↑	32%↓	21%↓	28%↑
Regina Howell ES	80%↓	68%↓	74%↑	84%↑	76%↓	74%↓	69%↓	46%↓	55%

9 schools decreased in reading; 10 schools decreased in math, and 8 schools decreased in writing.

5 schools increased in reading; 4 schools increased in math

The District remained the same for reading, decreased for math and increased for writing.

2019 STAAR 5th Grade Results Approaches Grade Level	Reading			Math			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level
District	67%	70%↑	68%↓	69%↑	73%↑	66%↓	53%↓	54%↑	47%↓
Amelia ES	67%↑	67%↓	78%↑	68%↑	67%↓	64%↓	54%	47%↓	43%↓
Blanchette ES	64%↓	61%↓	67%↑	70%↑	61%↓	67%↑	56%↑	45%↓	44%↓
Caldwood ES	60%	66%↑	67%↑	64%↑	64%	60%↓	29%↓	38%↑	38%
Charlton-Pollard ES	58%↓	73%↑	68%↓	64%↑	81%↑	78%↓	33%	59%↑	59%↑
Curtis ES	92%↑	96%↑	91%↓	95%↑	93%↓	93%	90%↑	82%↓	71%↓
Dishman ES	68%↓	77%↑	74%↓	78%↓	88%↑	85%↓	50%↓	72%↑	73%↑
Fehl-Price ES	57%↓	64%↑	54%↓	52%↓	66%↑	60%↓	45%↓	41%↓	29%↓
Fletcher ES	82%↑	83%↑	77%↓	87%	90%↑	87%↓	63%↓	71%↑	58%↓
Guess ES	76%↓	77%↑	80%↑	75%↑	87%↑	66%↓	62%↓	64%↑	70%↑
Homer Drive	69%↓	58%↓	65%↑	82%↑	67%↓	66%↓	63%↓	57%↓	40%↓
Mae Jones-Clark ES	49%↓	47%↓	42%↓	44%↓	59%↑	46%↓	49%↑	33%↓	12%↓
Martin ES	49%↓	55%↑	53%↓	56%↓	57%↑	56%↓	37%↓	33%↓	37%↑
Pietzsch-MacArthur ES	66%↑	65%↓	57%↓	60%↑	53%↓	42%↓	39%↓	26%↓	22%↓
Regina Howell ES	85%	88%↑	80%↓	79%↓	88%↑	73%↓	72%↓	81%↑	75%↓

9 schools decreased in reading, 12 schools decreased in math, 9 schools decreased in science.

5 schools increased in reading; 1 school increased in math; 4 schools increased in writing.

The District decreased in reading, math & science.

2019 2017 STAAR 6th Grade Approaches Grade Level	Reading			Math		
	2017	2018	2019	2017	2018	2019
	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level
District	51%↓	47%↓	47%	44%↑	49%↑	54%↑
King MS	37%↓	33%↓	32%↓	30%↓	33%↑	45%↑
Marshall MS	66%	58%↓	61%↑	66%↑	63%↓	67%↑
Odom Academy	70%↓	59%↓	62%↑	58%↓	56%↓	62%↑
Smith MS	44%↑	31%↓	32%↑	39%↑	39%	36%↓
South Park MS	29%↓	41%↑	35%↓	19%↓	42%↑	41%↓
Vincent MS	41%↓	49%↑	41%↓	43%↑	53%↑	60%↑

3 schools decreased in reading; 2 schools decreased in math.

3 schools increased in reading; 3 schools increased in math.

The District remained the same in reading and increased in math.

2019 STAAR 7 th Grade Approaches Grade Level	Reading			Math			Writing		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level
District	59%↑	56%↓	54%↓	54%↓	46%↓	39%↓	61%↑	54%↓	54%
King MS	54%↑	38%↓	44%↑	40%↓	31%↓	40%↑	60%↑	34%↓	48%↑
Marshall MS	75%↑	65%↓	70%↑	77%↑	59%↓	43%↓	74%↑	67%↓	66%↓
Odom Academy	73%	71%↓	63%↓	66%↓	54%↓	38%↓	73%↑	71%↓	65%↓
Smith MS	42%↓	51%↑	40%↓	42%↓	46%↑	25%↓	41%↓	51%↑	37%↓
South Park MS	45%↑	44%↓	38%↓	29%↓	32%↑	30%↓	46%↓	36%↓	42%↑
Vincent MS	52%↑	53%↑	54%↑	60%↑	52%↓	53%↑	56%↑	49%↓	53%↑

3 schools decreased in reading; 4 schools decreased in math and 3 schools decreased in writing.

3 schools increased in reading; 2 schools increased in math and 3 schools increased in writing.

The District decreased in both reading and math and remained the same for writing.

2019 STAAR	Reading			Math			Science			Social St	
8th Grade Approaches	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018
Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level	Approaches Grade Level
District	77%↓	71%↓	69%↓	77%↑	77%	75%↓	60%↓	58%↓	62%↑	46%↓	54%
King MS	71%↑	68%↓	53%↓	66%↑	77%↑	71%↓	57%↑	43%↓	53%↑	13%↓	35%
Marshall MS	87%↓	83%↓	80%↓	79%↓	82%↑	82%	70%↓	66%↓	67%↑	69%↑	80%
Odom Academy	85%↓	79%↓	81%↑	88%↓	86%↓	87%↑	68%↓	67%↓	76%↑	68%↓	74%
Smith MS	71%↑	52%↓	59%↑	73%↑	63%↓	54%↓	54%↑	59%↑	55%↓	34%↑	27%
South Park MS	65%↓	64%↓	59%↓	64%↑	63%↓	63%	48%↓	43%↓	50%↑	25%↓	46%
Vincent MS	71%↓	72%↑	70%↓	77%↓	77%	82%↑	53%↓	63%↑	61%↓	42%↑	39%

4 schools decreased in reading; 2 schools decreased in math; 2 schools decreased in both science and social studies.
2 schools increased in reading; 2 schools increased in math; 4 schools increased in both science and social studies.
The District decreased in reading and math and increased in science and social studies.

***STAAR results by Demographic/Special Population located in addendum. ***

Student Academic Achievement Strengths

As indicated in the 2017-2018 TAPR:

- PBMAS staging from 4 to 3 in Bilingual and ESL in 2018.
- The bilingual subgroup outperformed all students in multiple areas on the 2018 STAAR assessments

	All students	Bilingual
Reading	60%	69%
Math	60%	65%

- SpEd sub population made increases in STAAR 3-8 in Math, Reading, Social Studies, and Writing, EOC Science, Social Studies, and ELAR in 2018.
- BISD outperformed the state in the number of CCMR students who met readiness standards in 2017-2018.

State – 13% District – 16%

- BISD outperformed the state in the CTE Coherent Sequence Coursework aligned with industry-based certification in 2017-2018.

State - 17.3% District - 31.4%

- The percentage of BISD economically disadvantaged students that graduated in 2017-2018 was higher than the state average.

State – 48% District - 65%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In September 2018, STAR 360 data revealed that 50% of BISD 3rd grade students were not reading at grade level and 38% of 3rd grade students were performing below grade level in math across the district. **Root Cause:** Inconsistent teacher monitoring and lack of support of best practices implementation.

Problem Statement 2: Only 11% of all students in all subjects achieved masters and only 31% met standard in 2017 and 2018 STAAR assessments.

Problem Statement 3: 50% of students are not reading at 3rd grade level across the district. 38% of students are performing below 3rd grade level in Math across the district.

Problem Statement 4: In 2017, 1,738 students received designated supports with 28.5% of those students reaching approaches on STAAR assessments. In 2018, 2,757 students received designated supports with 34% of those students reaching approaches on STAAR assessments. From 2017 to 2018, there was a 58.6% increase in the number of students who received designated supports but there was only a 5% increase in the percentage of students who achieved approaches on STAAR.

Problem Statement 5: There is a 28% discrepancy in the performance of all students and the ESL population on achieving approaches on 6-8 STAAR assessments.

Problem Statement 6: There is a 43% discrepancy in the performance of all students and the SpEd population on achieving approaches on 6-8 STAAR assessments.

Problem Statement 7: There is a significant drop in Reading and Math STAAR scores when students transition from elementary to middle school and middle to high school.

Problem Statement 8: 5th and 8th grade students are performing 14% below the state average on the first administration of the STAAR reading assessment at the approaches level.

District Processes & Programs

District Processes & Programs Summary

BISD provides a variety of research-based programs to assist with rectification of student learning gaps and skills including MindPlay Virtual reading Coach, REWARDS, Voyager, and Neuhaus. In conjunction with these programs, campuses have been trained to monitor and track growth throughout the year using STAR 360 and campus data reviews through PLCs. Additionally, time outside of the normal school hours is utilized to promote academic achievement through ACE, Read-A-Thons, Summer School, ESY and STEM Camps.

Continual strengthening of the district's curriculum is ongoing and supported by curriculum writing teams comprised of teacher leaders and content supervisors. Campuses regularly utilize district data, to help drive instruction. Progress monitoring occurs on campuses to determine if interventions are effective. A variety of training opportunities are provided throughout the year to address identified needs. Additionally, training to address special populations is implemented throughout the year to ensure teachers are adequately meeting the needs of the students.

The district supports the improvement of student academic achievement in many ways including, but not limited to

- Strategic planning
- Professional development by content area supervisors
- Targeted professional development for high need areas
- Instructional coaching
- Computer based student tracking
- Behavior management assistance
- Social /emotional training
- Budgetary support
- Incentives for students, teachers, and parents
- Etc.

District personnel exhibit a great sense of urgency and commitment to the well-being of students, teachers, and campus leaders. Curriculum supervisors, special education supervisors, BE/ESL instructional specialists, student services personnel, accountability, and parent/family engagement services are all diligent in their support of campuses.

District curriculum leaders meet with campus PLCs, CCs, and teachers on an ongoing basis. They assist campuses in planning lessons, disaggregation of data, mentor teachers, support with instructional resources, and provide professional development.

Historically, Beaumont ISD has had low participation and communication with all stakeholders. Several options to expand the current mode of communication beyond emails, phone calls, and messages/notes/ letters continue to be addressed. The addition of digital communication, social media, and

advertisement to the existing mode of communication has allowed Beaumont ISD to reach and involve more stakeholders. However, we must continue to make efforts placing Beaumont ISD information at strategic locations throughout the City of Beaumont in grocery stores, churches, doctors/ dentist offices, and the Social Security Administration building to reach stakeholders of important events in the district. Linking school events to events of enjoyment and value like sporting events, school dances, talent shows, and award ceremonies were effective ways to involve all stakeholders with high levels of success.

The technology department supports the technology needs of BISD and will provide for all of the needed requirements to facilitate the technology goals in the district. In order to accomplish these goals, the infrastructure, which includes: internal and external networks, servers, and student and staff computers; must be able to support an increased dependency on utilization as it relates to a capable, manageable and secure system in order to fulfill the necessary requirements for success. Software programs such as Gaggle are needed to monitor students and keep them safe as well as address issues that may warrant attention from counselors, parents, or other administrators.

The district continues to make hiring certified teachers a priority. A concerted effort has been made as well as systems in place to recruit and retain certified teachers through partnerships with Region 5 ESC and through hosting and attending job fairs. The HR department continues to improvement support to campuses with a goal of filling 100% of vacancies with highly effective teachers.

Growing teachers and leaders through quality professional development is a priority and is evident through the creation of a district PD committee to provide direction on PD offerings. In order to enhance student compliance, behavior, and time on task, on-going training has been provided with CHAMPS/Foundations, model instructional blocks, and aggressive monitoring protocols. Leadership training has been provided on CIP development, TASB policies, and 504 compliance district-wide. Teachers and principals are encouraged to participate in professional development activities to increase their teaching and leadership abilities. Support to campus staff is offered through PLCs, district supervisors, professional development activities and various opportunities throughout the school year. Many teachers hired in the district do not have full certifications. Therefore, campuses offer support through mentors and other site based systems. To increase participation in PD activities, the district is employing more online methods to accommodate the scheduling needs of teachers. In addition, Professional Development (PD) is offered throughout the year and is managed by the districts management system (Eduphoria). All PD is in alignment with State Standards and National Technology Standards (NETS), these standards place an emphasis on higher-order skills, and digital citizenship to support students in a 21st century learning environment. In addition, multiple trainings are offered to faculty, staff, administrators and pertinent district stakeholders. However, with an increased need for PD and limited technology personnel to conduct relevant instruction, it is necessary to offer PD in several modalities; such as: electronic interactive, group learning, independent study, and face-to-face. The use of differing modalities will focus on high-quality PD and will benefit school stakeholders and their ability to increase the mastery and integration of technology practices and operations in order to facilitate student achievement and performance.

District Processes & Programs Strengths

Among the weaknesses in our district processes, we found that on at least 60% of our campuses, the CC is considered the main source for pulling and analyzing data rather than empowering the teachers to do so with guidance. We also found that for special pops, the process of master scheduling was a weakness as it was often changed after special pops scheduling support was provided to campuses which resulted in students not receiving appropriate services or interventions and hampering the abilities of district leadership to ensure compliance. Additionally, and particularly at the elementary level, there

were disparities in the amount of time devoted to particular subjects/interventions which impacted equity of time among the campuses. Students are in need of additional instructional time and would benefit from before and/or afterschool tutorials. In regards to staff pay, we found wide variances in BISD teacher pay when compared to other comparably-sized districts within driving distance. As for program weaknesses, we found that new/struggling teachers desired to have the support of a strong mentor and that the lack of a cohesive district - or campus-based mentoring program was impacting this need. To meet student social-emotional needs, only two elementary campuses are currently utilizing the Sanford Harmony SEL curriculum, and counseling testing duties take the amount of time counselors can devote to SEL at the campus level. School discipline was also noted as a weakness with survey results noting that students with chronic disciplinary problems are not being held accountable for their actions. Additionally an increase in ISS and OSS referrals was noted when compared to the previous year. Within the BIL/ELL program, we found that our BIL/ELL department was understaffed to meeting the needs of our growing population when compared to similar districts.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The amount of instructional time at the elementary level is inconsistent among at least 90% of the campuses. **Root Cause:** A lack of training on the importance of instructional time and consistency with the counselors/leadership teams is impacting the quality of special pops services.

Problem Statement 2: Pay for staff is lower than pay in surrounding regions of comparable size.

Problem Statement 3: There is a lack of social/emotional support provided to students across the district.

Problem Statement 4: Teachers are not able/empowered to pull their data.

Problem Statement 5: No or minimal mentoring program for new/struggling teachers.

Problem Statement 6: Frequent schedule changes impact the quality of instruction and compliance.

Problem Statement 7: Amount of instructional time at the elementary level is inconsistent.

Problem Statement 8: The BISD Bil/ELL department is understaffed to effectively service 2,100 students

Perceptions

Perceptions Summary

Beaumont ISD staff and administrators support collaborative relationships with students, parents and community. Creating an environment conducive to learning involves all parties working together to provide resources to the campuses that lead to a strong community and student success. All BISD campuses have active CEICs and engage in partnerships with local businesses. Campuses connect with parents and stakeholders in the community to engage them in promoting student success through Open Houses, Annual Goals Night, STAAR Nights, Title I meetings, Lunch and Learn meetings, literacy nights, Bilingual Nights, and campus and social media pages.

Beaumont ISD have policies and procedures in place to address bullying on all campuses. Staff members engage in committees that work towards increasing attendance rate and providing positive approaches to classroom management through programs such as CHAMPS, SEL and Safe and Civil Schools. According to the 17-18 TAPR, the district's attendance rate was 94.2% overall and 91.7% for our Special Education students. Campuses are working and will continue to work towards increasing attendance through parent involvement, increasing student engagement and providing attendance incentives. The district is engaging in neighborhood outreach by conducting home visits and neighborhood walks where information is distributed to families on available resources and important dates. Also, measures towards decreasing the dropout rate have been implemented and committees are reaching out to students who have dropped out and providing them with resources to remove graduation barriers. CTE is promoted to provide other opportunities and engagement for students. The district is actively pursuing measures and programs to decrease the 3.9% dropout rate. Programs that allow students to receive credits in creative ways are necessary to provide credit recovery a to recapture students that to continue in lowering the dropout rate and increase student engagement.

Beaumont ISD's turnover rate was at 20% compared to the state turnover rate of 16.6%. The rate was 19.8% (2016-2017 TAPR) and remains steady. To decrease the turnover rate, the district implemented a teacher mentoring program provided incentives and is scheduled to provide salary increases for all employees for 2019-2020 school year. The mentor program provided support to 25 teachers, 23 mentors, on 8 campuses for the 2018-19 school year. In addition and Beaumont ISD has a Grow Our Own program with 50 participants for the 2018-19 school year. The participants of the mentoring program report the mentoring as a positive element to the district. Participants in both programs receive support from district curriculum supervisors and curriculum coordinators on the campuses to support their growth and success as classroom instructors.

Beaumont ISD has six parent center coordinators that service all campuses. The coordinators provide support to teachers and parents by assisting in the partnership as well as providing resources to parents. The district plans to continue to increase communication with non-English speaking and immigrant family parents through a community liaison who will provide parent training workshops, newsletters, literacy programs and other programs and resources to actively engage all parents. Campus Coordinators provide calendars of events and post on social media pages and the district webpage.

Perceptions Strengths

- Beaumont ISD created a mentor program with 25 teachers, 23 mentors, and 8 campuses for the 2018-19 school year.
- Beaumont ISD created a Grow Our Own program with 50 participants for the 2018-19 school year.
- 100% of Beaumont ISD campuses have a business partner assigned to the school for the 2018-19 school year.
- Beaumont ISD has 6 parent center coordinator that serve all campuses for the 2018-19 school year.
- 100% of Beaumont ISD campuses have a CEIC for the 2018-19 school year.
- 100% of Beaumont ISD campuses will be trained in the active shooter program for the 2018-19 school year.
- 768 students in Beaumont ISD are enrolled in CTE classes at the Taylor Career Center
- Beaumont ISD has provided methods to anonymously report bullying on each campus and on the website for the 2018-19 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: BISD campuses have increased out of school suspensions (OSS) by 3.9% for the 2018-2019 school year when compared to the 2017-2018 school year. **Root Cause:** Lack of training regarding the importance of cultural responsiveness and cultural responsive practices in our classrooms and schools

Problem Statement 2: Beaumont ISD campuses have increased in school suspensions (ISS) by (17%) for the 2018-2019 school year when compared to the 2017-2018 school year. **Root Cause:** Lack of training for teachers and other staff members on managing student behavior

Problem Statement 3: Beaumont ISD campuses have increased Out of School Suspensions (OSS) by (3..9%) for the 2018-19 school year when compared to the 2017-18 school year.

Problem Statement 4: Since the 2017 school year, Beaumont ISD has not had a Special Programs Coordinator to monitor the district RTI process at the campus level.

Problem Statement 5: The graduation rate for Beaumont ISD is 86.9%, 2.8% lower than the state, according to 2017-18 TAPR.

Problem Statement 6: Beaumont ISD student attendance decreased from 94.2% for the 2016-17 to 93.8% for the 2018-19 school year.

Problem Statement 7: Beaumont ISD student dropout rate (3.9%) is 2% higher than the State rate (1.9%) for the 2016017 school year according to the 2017-18 TAPR.

Problem Statement 8: 74% of Beaumont ISD parents have not subscribed to the E-newsletter.

Problem Statement 9: 57% of the Beaumont ISD student population has downloaded the BISD app for the 2018-19 school year.

Priority Problem Statements

Problem Statement 1: BISD campuses have increased out of school suspensions (OSS) by 3.9% for the 2018-2019 school year when compared to the 2017-2018 school year.

Root Cause 1: Lack of training regarding the importance of cultural responsiveness and cultural responsive practices in our classrooms and schools

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Relative to state teacher turnover rate, BISD's rate of 20% teacher turnover has remained higher than the state average of 16.6% turnover for the last three years.

Root Cause 2: A failure to implement, maintain, and communicate a well-developed, centralized system of professional development accountability that provides for mentors, coaches, trainings, development of instructional leaders, and implementation of effective protocols that can be shared by all.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In September 2018, STAR 360 data revealed that 50% of BISD 3rd grade students were not reading at grade level and 38% of 3rd grade students were performing below grade level in math across the district.

Root Cause 3: Inconsistent teacher monitoring and lack of support of best practices implementation.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: The amount of instructional time at the elementary level is inconsistent among at least 90% of the campuses.

Root Cause 4: A lack of training on the importance of instructional time and consistency with the counselors/leadership teams is impacting the quality of special pops services.

Problem Statement 4 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals



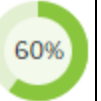



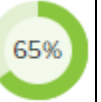

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.

















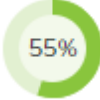











Performance Objective 1: By June 2020, 100% of reading and math teachers will receive training in the reading and math curriculum and implement it using evidence based practices.

Evaluation Data Source(s) 1: Eduphoria sign in sheets, reading/math 360 reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Supervisors will provide on-going training opportunities in the curriculum and instructional best practices. CCs will randomly select teachers for weekly lesson plan in-depth review and will share results with campus leadership.	2.4, 2.5, 2.6	Instructional Supervisors (Gen Ed, BE/ESL, SPED)	Teachers will be more proficient in implementing the Math and ELAR curriculum; student achievement will increase.				
2) Reading and math teachers will complete weekly lesson plans in Forethought that align with the district reading and math curriculum.	2.4, 2.5, 2.6	Principals Assistant Principals	Weekly monitoring by principals and APs will inspect whether lesson plans are being entered, and in alignment and implemented. Teachers will better understand lesson planning that is in alignment with the district; student achievement will increase.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) District strategic planning opportunities will be provided during the school year to address identified low-performing areas in reading and math.	2.4, 2.5, 2.6	Instructional Supervisors (Gen Ed, BE/ESL, SPED) Principals	Teachers will be more proficient in implementing the Math and ELAR curriculum; student achievement will increase.				
4) Publish weekly, a teacher-focused curriculum newsletter that focuses on best practices and resources.	2.4, 2.5, 2.6	Executive Director of C & I	Teachers will be more proficient in implementing the Math and ELAR curriculum; student achievement will increase.				
5) Continue to strengthen program oversight, training and expectations for district initiatives (e.g., Neuhaus, AR, Prodigy, REWARDS, MindPlay, Voyager, online Math Program) and enforce consequences for using programs ineffectively	2.4, 2.5, 2.6	Associate Superintendent Assistant Superintendent Principals	Better outcomes of program usage; higher achievement of students				
6) Provide training/refreshers at the campus level to ensure effective implementation of programs (e.g., packaged faculty meeting training modules provided and required for campus leaders to present)	2.4, 2.5, 2.6	Executive Director of C & I Curriculum Supervisors Principals	Campuses that are "on the same page" as other campuses; better trained staff that will implement initiatives with greater fidelity				
7) Conduct STAR 360 training for campus leadership and teachers		Executive Director of C & I Director of Professional Development	Leadership teams/teachers are proficient at pulling and analyzing data and using it to monitor and support instruction				
Funding Sources: Title I, Part A - 200000.00							
8) Continued implementation of instructional coaching training to build support capacity of supervisors, CCs, and campus coaches.	2.4, 2.5, 2.6	Executive Director of C & I Director of Professional Development	Teachers who are better supported will be more effective in the classroom resulting in higher levels of student achievement and teacher satisfaction.				
9) Conduct monthly CC Academies to include the following topics: ** Data Disaggregation (Data Boot Camp) ** Review of Best Practices Handbook ** Modeling of Protocols ** Teacher Coaching	2.4, 2.5, 2.6	Executive Director of C & I Director of Professional Development	Learning Academies for CCs will result in higher levels of support to campus teachers and increased student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.













Performance Objective 2: By June 2020, 100% of campus leadership teams will successfully utilize district-created systems to monitor implementation of the reading and math curriculum.

Evaluation Data Source(s) 2: Reports, T-PESS artifacts

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct regular campus walkthroughs with District Campus Support Teams using specified checklist and debrief time to address areas of growth and progress on each campus.	2.4, 2.5, 2.6	Executive Director of C&I	Increased growth in reading and math levels and STAAR performance.				
2) Curriculum and Instruction will provide instructional leadership training every 4-6 weeks.	2.4, 2.6	Associate Superintendents Assistant Superintendent Executive Director of C&I	Principals will be aware of C and I issues and will know what needs to be monitored/completed.				
3) Monitor implementation of major curriculum initiatives and hold principals accountable using a monitoring system.	2.4, 2.5, 2.6	Associate Superintendents Assistant Superintendent Executive Director of C&I	Principals will be more informed and held accountable about/for ongoing C and I issues				
4) Monthly audit of lesson plans in Forethought with audit reports shared at Administrator Meetings or in weekly newsletters.	2.6	Curriculum Supervisors Curriculum Coordinators	Increased fidelity of lesson planning and delivery				
5) Provide curriculum enhancement writing sessions for Bilingual and ESL Program.	2.4, 2.5, 2.6	Supervisor of BE/ESL	Improved BE/ESL curriculum				
Funding Sources: Title III - 32000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide BE/ESL supplemental instructional resources.	2.4, 2.5, 2.6	Supervisor of BE/ESL	Improved BE/ESL curriculum				
	Funding Sources: Title III - 0.00						
7) Model instructional blocks produced and embedded in each core curriculum to teachers and campus leaders.	2.4, 2.5	Curriculum Supervisors Curriculum Coordinators	Increased learning time and student achievement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.









Performance Objective 3: By June 2020, BISD will improve STAAR performance of 100% of tested students to ensure they meet, exceed, or show growth on 2019-2020 tested subjects.





















Evaluation Data Source(s) 3: STAAR, PD Offerings, attendance reports increase in participation, Dropout data and endorsement graduates

























Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue implementation of district curriculum. [CNA-CIA Need # 2]	2.4, 2.5, 2.6	Principals Instructional Supervisors (Gen. Ed, BE/ESL, SPED)	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				
2) Meet the needs of ELAR students by utilizing best practices and resources such as: *balanced literacy *effective use of AR and Myon *Neuhaus training *Literacy Libraries *Six Traits of Writing *Writing portfolio reviews *STAR 360 *Forethought *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *Accelerated summer instruction, i.e. 5th and 8th grade Recapture, Title Summer School *FrogStreet, RAZ Kids and Istation for PreK *SANDI *Voyager *IXL - Middle School *T-Tess Cubed *Edgenuity - High School	2.4, 2.5, 2.6	Principals Curriculum Supervisors (Gen. Ed, BE/ESL, SPED)	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				
Funding Sources: Title I, Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Meet the needs of Math students by utilizing best practices and resources such as: *Guided Math *Prodigy *STAR 360 *Math Manipulatives *Accelerated Math 1-8 *Standardized problem solving process *Forethought *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *Accelerated summer instruction, i.e. 5th and 8th grade Recapture, Title Summer School *Frog Street, RAZ Kids and Istation for PreK *SANDI *Voyager *Evidence Based Math Programs - IXL Math - Middle School - Education Galaxy - Elementary T-TESS Cubed	2.4, 2.5, 2.6	Principals Curriculum Supervisors (Gen. Ed, BE/ESL, SPED)	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				
4) Meet the needs of Science students by utilizing best practices and resources such as: *5 E lesson cycle *Student led/Student centered inquiry *Building background knowledge *T-TESS Cubed *STEAM *Stemscopes *Forethought *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *FrogStreet, RAZ Kids and Istation for PreK *SANDI *Voyager		Principals Curriculum Supervisors (Gen. Ed, BE/ESL, SPED)	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Meet the needs of Social Studies students by utilizing best practices and resources such as: *Forethought *T-TESS Cubed *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *FrogStreet, RAZ Kids and Istation for PreK *SANDI	2.4, 2.5, 2.6	Principals Curriculum Supervisors (Gen. Ed, BE/ESL, SPED)	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				
6) Meet the needs of Special Population students by utilizing best practices and resources such as: *SPED teachers quarterly PD sessions by program *Provide relevant training to all staff to better serve students with disabilities *Dyslexia Intervention Program provided by Region 5. *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom (SPED). *Extended School Year (ESY) for SPED *FrogStreet, RAZ Kids and Istation for PPCD *SANDI (SPED) *Voyager	2.4, 2.5, 2.6	Senior Director of Special Education BE/ESL Supervisor Special Programs Coordinator	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR and STAAR ALT 2.				
	Funding Sources: Title I, Part A - 7500.00						
7) Use the PLC model to foster collaborative efforts and impact student achievement by supporting data analysis and data driven instruction. *Campus leaders model and practice authentic PLC strategies with teachers and staff.	2.4, 2.5, 2.6	Executive Director of Secondary Education Assistant Superintendent	Increased student performance and growth; increase in effective teaching strategies; increase in campus-wide collaboration				
	Funding Sources: Title I, Part A - 0.00						
8) Region 5 ESC Specialist will be utilized to consult with all campuses with an unsatisfactory rating and provide strategies for them to improve student achievement in all areas that contributed to the low rating.		School Support Specialist (DCSI)	Improved student outcomes on STAAR				
9) School Support Specialist will work with campus principals to monitor the effectiveness of intervention programs and Targeted Improvement Plans.	2.4, 2.5, 2.6	School Support Specialist (DCSI)	Campuses come out of school improvement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) School Support Specialist will work with Former Improvement Required (FIR) campus principals to monitor the effectiveness of intervention programs and Targeted Improvement Plans.	2.4, 2.5, 2.6	School Support Specialist (DCSI)	Campuses will remain out of school improvement.				
11) Provide professional development for CTE teachers to stay current with the needs, expectations and methods of industry to address student post secondary readiness outcomes.	2.5, 2.6	Director of CTE Coordinator of CTE College and Career Military Readiness Coordinators	Increased number of students who enroll and complete a post secondary credential and/or degree.				
12) Offer industry-based certifications for students for careers in high skill, high wage, or high demand jobs.	2.5, 2.6	Principals Director of Counseling Director of CTE College, Career and Military Readiness Coordinators CTE Department Heads	Increased number of students who earn an industry-based or marketable skills certification.				
13) Provide job embedded instructional coaching for teachers to include effective instructional practices and classroom management skills	2.4, 2.6	Director of Professional Development	Increase student performance and growth; increase in effective teaching strategies				
	Funding Sources: Title II, Part A - 20000.00						
14) Provide information for middle school and high school students, their teachers, counselors, and their parents about higher education admissions.		Director of Counseling	increased enrollment in higher education				
15) Provide summer school programs such as 2nd grade BE/ESL, Middle School Academies, Elementary Reading and Math, etc.	2.4, 2.5	Executive Director of C & I	Increase student performance and growth				
	Funding Sources: Title I, Part A - 350000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
16) Provide subject specific coordinators at the district to provide coaching services to campus curriculum coordinators, teachers, and administrators, including a Bilingual and an ESL instructional specialists.	2.4, 2.5, 2.6	Executive Director of C&I Director of Federal Programs	Improved teacher effectiveness through coaching				
Funding Sources: Title I, Part A - 850000.00							
17) Provide financial support to elementary campuses for afterschool programs such as Save the Children.	2.4, 2.5, 2.6	Director of Federal Programs	Increase student performance and growth				
Funding Sources: Title I, Part A - 0.00							
18) Provide instructional resources to support PK programs	2.5, 2.6	Director of Federal Programs	Improved kindergarten readiness				
Funding Sources: Title I, Part A - 30000.00							
19) Provide support for students transitioning from Minnie Rogers to local school district(s)	2.4, 2.5, 2.6	Director of Federal Programs	Reduced recidivism				
Funding Sources: Title I, Part A - 20000.00							
20) Provide support for neglected students	2.4, 2.5	Director of Federal Programs	Increase student performance and growth				
Funding Sources: Title I, Part A - 30000.00							
21) Hire Interventionist on campuses to provide Tier III interventions.	2.5	Executive Director of Instruction Director of Federal Programs	Increased targeted instruction for students				
22) Support Elementary Pegasus program for 4th and 5th graders.		Director of Professional Development	Extend the learning of high performing students / student growth				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 23) Continued implementation of Math and Science Academy (MSA) at the middle school level.	2.5	Executive Director of Curriculum and Instruction	Increased learning opportunities for students and increased exposure to math/science related fields				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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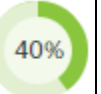



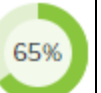







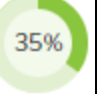









Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.













Performance Objective 4: By June 2020, BISD will meet compliance expectations for SPED and BE/ESL.

Evaluation Data Source(s) 4: internal BE/ESL and SPED audit of records

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure program consistency across all schools for special populations.	2.4, 2.6	Supervisor of BE/ESL Senior Director of SPED	Improved TELPAS and STAAR performance				
2) Ensure ELs and SPED students are properly placed by assisting campuses with scheduling.	2.4, 2.6	Supervisor of BE/ESL Senior Director of SPED	Improved TELPAS and STAAR performance				
3) Ensure the adopted EL curriculum and assessments are used by teachers to close the language gap of English Learners.	2.4, 2.5, 2.6	Supervisor of BE/ESL	Improved TELPAS and STAAR performance				
4) The BE/ESL Department will work closely with teachers and provide additional professional development focused on integrated and designated EL instruction, online resources, materials and research-based strategies to enrich instruction.	2.4, 2.5, 2.6	Supervisor of BE/ESL	Improved TELPAS and STAAR performance				
5) Routinely monitor progress to ensure student growth and achievement.	2.5, 2.6	Supervisor of BE/ESL Senior Director of SPED	Improved TELPAS and STAAR performance				
6) Continue to work collaboratively with campuses through PLCs, teacher conferences, etc. to analyze data and make informed decisions about instruction.	2.4, 2.5, 2.6	BE Instructional Specialist ESL Instructional Specialist Senior Director of SPED	Improved TELPAS and STAAR performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Since the number of immigrant students at each site varies greatly, assist schools in setting up a system in place to quickly identify them to ensure that appropriate support services and additional instructional opportunities are provided to them in a timely manner.	2.4, 2.5, 2.6	Supervisor of BE/ESL	Appropriate placement will occur immediately				
8) Collaborate with principals on scheduling to ensure a certified/highly qualified teacher teaches bilingual/ESL classes/SPED classes by developing a plan to have all core content teachers ESL certified and SPED teachers highly qualified	2.6	Supervisor of BE/ESL Senior Director of SPED Principals	Increase in the number of ESL, BE, SPED certified teachers				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.

















Performance Objective 5: By June 2020, the district will engage in the continuous improvement process outlined through the System of Great Schools to increase the number of students in high quality seats in BISD schools by 10%.
















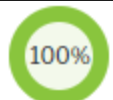




Evaluation Data Source(s) 5: Number of high quality seats as defined on the school performance framework.









Summative Evaluation 5: Significant progress made toward meeting Performance Objective

TEA Priorities: 4. Improve low-performing schools.

Next Year's Recommendation 5: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Engage in a Call for Quality Schools Process	2.4, 2.5, 2.6	Chief Innovation Officer	increase in number of high quality seats				
TEA Priorities Improve low-performing schools 2) Develop a School Performance Framework to manage school performance	2.6	Chief Innovation Officer	definition of high quality schools				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Develop a District Five Year Educational Plan and a Service First Operational Plan	2.4, 2.5, 2.6, 3.1	Superintendent Chief Innovation Officer	District Five Year Educational Plan Service First Operational Plan				
TEA Priorities Improve low-performing schools 4) Develop and implement a new budget process. The new processes will include a budget calendar. The new processes will also facilitate the implementation of the 1882 partnerships by stating a clear process for developing campus budgets.		Chief Innovation Officer Chief Financial Officer	Written budget processes Campus budgets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 5) Finalize and implement the District's School Performance Framework.	2.4, 2.5, 2.6	Chief Innovation Officer Assistant Superintendent of Elementary Education	Successful implementation of SPF for 2019-2020				
TEA Priorities Improve low-performing schools 6) Ensure effective implementation of the 1882 partnerships implemented	2.4, 2.5, 2.6	Chief Innovation Officer Assistant Superintendent of Elementary Education Executive Director of Secondary Education Executive Director of C & I	Student performance will improve Discipline referrals will decrease Financial audit with no findings				
TEA Priorities Improve low-performing schools 7) Successfully negotiate new partnerships and submit performance contracts and charter applications to TEA		Chief Innovation Officer	SB 1882 will be approved for new partnerships				
TEA Priorities Improve low-performing schools 8) Develop and implement Community/Media Plan		Chief Innovation Officer Interim Director of Communications and Media Relations	Increased involvement from community, business, parent, and faith-based community				
TEA Priorities Improve low-performing schools 9) Conduct curriculum audit	2.4, 2.5, 2.6	Chief Innovation Officer Executive Director of C&I	Curriculum plan				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 10) Develop and implement a staffing plan process. The new process will include a staffing plan that provides staffing to campus leaders by the end of February with the goal of being 80% hired by June 1, 2020. The new process will also facilitate the implementation of the 1882 partnerships by stating a clear process for establishing staffing plans.		Chief Innovation Officer Executive Director of Human Resources	Staffing written processes Staffing plans				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.

Performance Objective 6: By the end of the 2019-2020 school year, the number of 3rd grade students reading on grade level will increase from 50% to 65% and the number of 3rd grade students performing at grade level in the area of mathematics will increase from 62% to 75%.










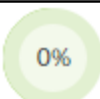
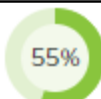

Evaluation Data Source(s) 6: STAR 360 Data
STAAR Scores

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math.

Next Year's Recommendation 6: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Fidelity of the implementation of the 120 minutes ELAR instructional block as well as the 90 minute instructional block for math.	2.6	district and campus leadership teams	Equitable time of instructional minutes from campus to campus. Evidence: campus master schedule, teacher schedules, walk throughs by campus and district leadership, lesson plans				
Problem Statements: Student Academic Achievement 1							
TEA Priorities Build a foundation of reading and math 2) Ensure that the components of the district ELAR and Math instructional blocks are implemented with fidelity.		district and campus leadership teams	Increased student performance Evidence: walk throughs, lesson plans, STAR 360, district and state assessments				
3) Implement with fidelity the district curriculum in both reading and math.		district and campus leadership teams, ELAR and Math supervisors	Increase in student reading and math levels Evidence: STAR 360, district assessments, STAAR, lesson plans, walk throughs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 4) Embed evidence of Tier 2 and Tier 3 intervention minutes within the campus master schedules		RtI coordinators, campus and district leadership teams	Increase in student performance and growth Evidence: campus master schedules, teacher schedules, walk throughs, campus intervention plans, STAR 360				
TEA Priorities Improve low-performing schools 5) Provide regular data reviews on all low performing campuses every nine weeks to monitor student progress.	2.6	Executive Director of Curriculum and Instruction, Assistant Superintendent, and Executive Director of Secondary Education	Increased student achievement				
TEA Priorities Improve low-performing schools 6) Provide before and/or afterschool tutorials to students.	2.5	Executive Director of Curriculum and Instruction	Increased learning opportunities for students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: In September 2018, STAR 360 data revealed that 50% of BISD 3rd grade students were not reading at grade level and 38% of 3rd grade students were performing below grade level in math across the district. Root Cause 1: Inconsistent teacher monitoring and lack of support of best practices implementation.















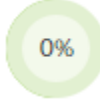

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.

Performance Objective 7: Increase AP courses and test participation by 10%.

Evaluation Data Source(s) 7: AP Enrollment and AP Test Participation

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 7: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Conduct AP and PreAP curriculum development to ensure teachers have the resources to foster AP test achievement.	2.5	Director of Professional Development	Increased student scores/participation on AP exams				
2) Provide specific training for PreAP teachers to ensure rigor of instruction.		Executive Director of Curriculum and Instruction and Director of Professional Development	Increase student engagement and knowledge of teacher				
TEA Priorities Connect high school to career and college 3) Provide resources to students and parents on opportunities to enroll in AP courses/AP exams and advantages course enrollment.		Director of Professional Development	Increased AP course participation which will result in college and career preparation for students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: To attract and retain an outstanding workforce.





















Performance Objective 1: Decrease the BISD teacher turnover rate by 1% (from 20% to 19%) during the 2019-2020 school year.

Evaluation Data Source(s) 1: HR Reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Next Year's Recommendation 1: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Seek applicants through job fairs, college visits, and social media.		Human Resources	Fewer to no vacancies of highly effective teachers and administrators				
Problem Statements: Demographics 2							
TEA Priorities Recruit, support, retain teachers and principals 2) Implement district Grow Our Own program to help college graduates who wish to become teachers complete the ACE program and commit to teach in the district for 3 years		Executive Director of C&I	more certified teachers				
Funding Sources: Title II, Part A - 200000.00							
3) Activate a review of the talent process to support accelerated hiring of teachers and principals	2.6	Executive Director of Human Resources	increase in number of highly effective teachers				
4) Provide stipends for bilingual teachers, instructional coaches and training stipends to retain teachers and teacher leaders.		Director of Federal Programs Executive Director of Human Resources	Increase in retention of highly effective teachers				
Funding Sources: Title II, Part A - 112000.00							
5) Implement a targeted recruitment plan that will attract high-quality administrators, teachers, and support personnel.		HR Department	Recruit and retain a highly effective staff				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Relative to state teacher turnover rate, BISD's rate of 20% teacher turnover has remained higher than the state average of 16.6% turn over for the last three years.</p> <p>Root Cause 2: A failure to implement, maintain, and communicate a well-developed, centralized system of professional devleopment accountability that provides for mentors, coaches, trainings, development of instructional leaders, and implementation of effective protocols that can be shared by all.</p>





















Goal 2: To attract and retain an outstanding workforce.













Performance Objective 2: The district will begin a systemic change during the 2019-2020 school year to retain highly-qualified administrators, teachers and support personnel.

Evaluation Data Source(s) 2: Eduphoria sign-in sheets, STAAR scores, agendas and an increase in teacher retention

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and grow leaders through Principal Academies and AP Leadership Academies.		Associate Superintendent Assistant Superintendent	Developed pool of future leaders to fill vacancies; retaining new teachers to stay in the district				
Funding Sources: Local Funds - 25000.00, Title II, Part A - 8300.00							
2) Provide support to teachers to increase student engagement, classroom management, and use of effective instructional strategies using CHAMPS, SEL, PLCs, and curriculum preview sessions	2.4, 2.5, 2.6	Associate Superintendent Assistant Superintendent Director of Professional Development	Fewer classroom disruptions and disciplinary referrals, increased student engagement, growth in student achievement				
3) Teachers identified as in need of assistance will attend additional specialized trainings.	2.4, 2.5, 2.6	Principals Director of Professional Development	Certificate of completion, classroom walk through, T-TESS, teacher feedback/coaching conferences				
4) Strategic compensation for hard to fill positions	2.4	CFO Director of Federal Programs	Stipends New personnel hired				
5) 100% of teachers at IR campuses will receive targeted training on meeting the social emotional needs of their student populations	2.4, 2.6	Director of Counseling Director of Federal Programs	Retention of teachers; reduced discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Retain existing staff and continue to develop and grow them through New Teacher Mentoring program with an emphasis on targeting non certified or inexperienced (2 yrs. or less) teachers.	2.4, 2.5, 2.6	Executive Director of C&I Director of Professional Development Curriculum Coordinators	Retention of teachers; improved instruction				
TEA Priorities Recruit, support, retain teachers and principals 7) Select mentors for the BISD mentor program based on centralized district criteria published in the BISD Mentor Program Handbook.		Director of Professional Development	Effective and supported teachers resulting in increased student achievement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

























Goal 2: To attract and retain an outstanding workforce.







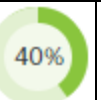

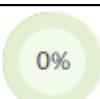







Performance Objective 3: The district will develop a robust, targeted written professional development plan and offer staff development activities to 100% of the campuses.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a PD calendar for the 2019-2020 school year utilizing the PD Advisory Board to assist.		Director of Professional Development	Advisory Board created and planning begun.				
2) Develop meaningful, quality PD plan that strategically meets the needs of the district, including PD protocols and hands on trainings using technology devices such as Chromebooks to support staff development.	2.4, 2.5, 2.6	Director of Professional Development Curriculum Supervisors	Increased attendance in PD sessions; observable implementation of PD in classrooms.				
Funding Sources: Title I, Part A - 10000.00							
3) Oversee the monitoring and enforce the attendance and participation of PD.		Director of Professional Development Principals	Increased PD attendance; teacher and principal accountability.				
4) Embed Professional Development in the District calendar.		Director of Professional Development	Enhance the delivery of professional development				
5) Provide restorative discipline professional development.	2.5, 2.6	Director of Professional Development	Reduction in discipline referrals				
Funding Sources: Title II, Part A - 20000.00							
6) Provide writing professional development	2.4, 2.5, 2.6	Director of Professional Development	Improvement in writing scores				
Funding Sources: Title II, Part A - 28000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Continue Kagan program model implementation at elementary.	2.4, 2.5, 2.6	Director of Professional Development	Improved student performance and growth				
Funding Sources: Title II, Part A - 5000.00							
8) Provide specific, targeted professional development for BE and ESL programs.	2.4, 2.5, 2.6	Supervisor of BE/ESL					
Funding Sources: Title III - 13000.00							
TEA Priorities Recruit, support, retain teachers and principals 9) Implement a district book study by providing materials and resources to campuses each month * Collect sign in sheets * Model activities at Admin meetings		Executive Director of C&I Director of Professional Development	Increased awareness of staff				
Funding Sources: Title II, Part A - 10000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							













Goal 3: To ensure safe and secure schools.

















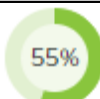







Performance Objective 1: By June 2020, all campuses will be provided ongoing classroom behavior support.

Evaluation Data Source(s) 1: PEIMS behavior and attendance reports, TEAMS attendance reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Bullying Training at all campuses for both students and staff. *Alternative Discipline Strategies --Anger management --Bullying *(HB 1942)(Board Policy FFI Local) (LEP, ESL, AA, SPED and Eco Dis-SS and FSS)		Director of Counseling Campus Counselors	Fewer incidences, increased teacher awareness				
2) Provide training in following areas: Violence Prevention, Dating violence, Conflict Resolution --Dangers of drugs, alcohol and tobacco --Dating Violence (Policy FFH Local) --Early Mental Health Intervention and Suicide Prevention *(HB 1386) -Internet Safety/Acceptable Use Policy --Internet content filter (CIPA compliant) - Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(a)], [TEC 11.252(c)(9)] --Student Handbook --Student Code of Conduct--Restorative Discipline --CPI training (LEP, ESL, AA, SPED and Eco Dis-SS and FSS)		Director of Counseling Director of Professional Development Campus Counselors	Sign in sheets and agendas will document the training sessions; surveys and fewer incidents.				
3) Assist campuses with implementation of CHAMPS and Foundations to support positive behavior intervention		Associate Superintendent Assistant Superintendent	reduction in discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Develop strategies to assist campuses in addressing the overuse of discipline practices that result in the placement of students in ISS or removal from school		Associate Superintendent Assistant Superintendent Principal in Residence	decrease in discipline referrals that result in removal from the classroom				
5) Monitor social media activity to ensure the safety of students and staff.	2.6	Associate Superintendent of Secondary	proactive intervention				
		Director of Technology					
Funding Sources: Title IVA - 18500.00							
6) implement SEL Sanford-Harmony in all elementary campuses K-5	2.5	Executive Director of Special Education	Meet the needs of students and provide an environment conducive to learning / increased learning time				
TEA Priorities Improve low-performing schools 7) Hire a district At-Risk Counselors /Coordinators to connect students and parents with supportive resources and identify and meet the needs of students on campuses	2.6	Executive Director of C &I	Support for students experiencing situations that hinder learning; provide additional support for at risk students				
		Funding Sources: Title IVA - 140000.00					
8) Implement SEL learning on campuses ** Sanford-Harmony at all elementary campuses K-5 **Lion's Quest MS campuses 6-8		Senior Executive Director of Special Education	promote a positive school culture/environment				
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 3: To ensure safe and secure schools.

Performance Objective 2: By the end of the 2019-2020 school year, 100% of the professional staff will participate in at least one training session on cultural responsiveness.







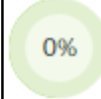





Evaluation Data Source(s) 2: Euphoria Reports, Sign In Sheets

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Next Year's Recommendation 2: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) During the 2019-2020 school year, professional staff will participate in cultural responsiveness professional development activities.	2.5	Director of Professional Development	BISD will improve school cultural/climate resulting in a decrease in discipline/low student performance. Evidence: Sign In sheets Increased attendance rate decreased student referrals Safe and Civil Schools Report				
	Problem Statements: Perceptions 1						
2) Provide culturally responsive professional development and provide ongoing and continuous monitoring of culturally responsive practices that focus on the diverse learner. (Including coaching walks, district links accessible throughout the year, follow ups during faculty meetings/PLC meetings.)		Director of Professional development Campus Principals	Improved relationships among faculty, staff, and students; improvement of culture/climate of the school district Evidence: Sign-in sheets Observation forms Discipline reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: BISD campuses have increased out of school suspensions (OSS) by 3.9% for the 2018-2019 school year when compared to the 2017-2018 school year. Root Cause 1: Lack of training regarding the importance of cultural responsiveness and cultural responsive practices in our classrooms and schools



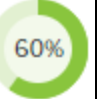



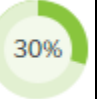


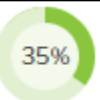
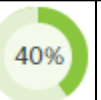



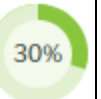

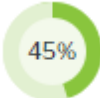

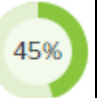



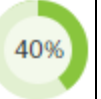

Goal 4: To ensure student attendance and engagement.

















Performance Objective 1: By June 2020, attendance rate will increase by 1% (from 92.8% to 93.8%).

Evaluation Data Source(s) 1: PEIMS Reporting, TEAMS Reporting

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct home visits and/or phone calls for chronic absenteeism.		Counselors PEIMS Clerks Student Services team Parent Involvement Facilitators	Increased student attendance will occur.				
2) Support identified students with pregnancy related services		Director of Homebound Services/PRS Director of Counseling	Support will be provided to identified students.				
3) Ongoing training for PEIMS clerks to reduce errors and improve data quality		Director of Student Services	Training will be provided; fewer data errors				
4) Review and revise attendance guidelines for the district to create a consistent plan for attendance and ensure implementation of the newly revised guidelines	2.4	Director of Student Services	1% increase in district attendance, consistent attendance procedures across the district				
5) Coordinate with city leaders to implement a city wide attendance campaign to raise awareness of the importance of school attendance (billboards, PSAs)		BISD Communications Dept., Student Services	1% increase in district attendance, Increase community awareness through advertising				
6) Implement a monitoring system to ensure that homeless and foster students receive the support and services they need to remain in school	2.4, 2.6	Director of Student Services	homeless and foster student attendance will improve				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Offer monthly or 9 week incentive drawings for parents of students having high attendance		Parent Engagement Supervisor and Director of Communications	Positive school and family relationship resulting in increased student attendance and student achievement				
Funding Sources: Local Funds - 0.00							
8) Coordinate with Lamar athletics to offer free tickets for strong student school attendance		Director of Athletics	Positive school climate and increased student attendance/student achievement				
9) Provide incentive at each BISD football game such as: ** Free entrance and run through participation ** Recognition during Pregame or Half Time ** Name entered into a drawing for perfect attendance		Director of Athletics	Positive school climate and increased student attendance/student achievement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

















Goal 4: To ensure student attendance and engagement.

Performance Objective 2: By June 2020, all campuses will be trained in strategies to improve student engagement and reduce discipline referrals.

Evaluation Data Source(s) 2: Reduction of campus discipline referrals of all students; reduction of in-school suspension of all students; and provide training to campus administrators on laws impacting the discipline of all students.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Safe and Civil Schools, CHAMPS and Foundations implementation on all campuses.		Associate Superintendent Assistant Superintendent	Discipline referrals will reduce by 10%.				
2) Provide ongoing training for teachers in behavior management of students		Senior Director of Special Education Director of Counseling	Training sessions will occur.				
3) District support for the implementation of social-emotional training to support student needs	2.4, 2.5, 2.6	Executive Director of C & I Director of Professional Development	faculty meeting agendas, PLC agendas, office/discipline referrals TEAMS, Rtl/Intervention Assistance Team				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							













Goal 4: To ensure student attendance and engagement.

Performance Objective 3: By June 2020, reduce dropout rate by 2% (from 3.9% to 1.9%).

Evaluation Data Source(s) 3: PEIMS drop out reports

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide guest speakers on campuses to motivate staff and students (ie Hal Bowman)	2.5	Executive Director of Curriculum and Instruction	Motivated students and increased student engagement				
	Funding Sources: Title IVA - 15000.00						
2) Assist campuses in implementing transition programs for students moving from one campus to another, ex. PK-K, 5-6, 8-9, and post-secondary		Associate Superintendent of Secondary Education Assistant Superintendent of Elementary Education	Students will be prepared to attend new campus and disruptions will decrease				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



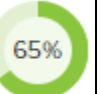



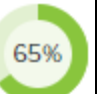



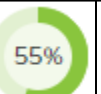

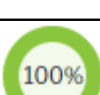
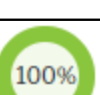


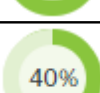
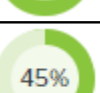
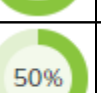

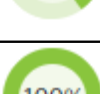
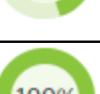
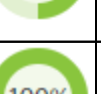





Goal 4: To ensure student attendance and engagement.









Performance Objective 4: By June 2020, programs to promote well rounded education will be implemented.

Evaluation Data Source(s) 4: Identification of new programs

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) STEM activities and instructional resources will be provided and used in STEM academies	2.4, 2.5, 2.6	Executive Director of C&I	Increased student interest in STEM classes and extracurricular activities				
2) Provide supplemental instructional resources and training for teachers in the PK program	2.4, 2.5, 2.6	PK Curriculum Supervisor	PK students will be better prepared to enter kindergarten				
3) Provide ESL Instructional Specialist and Bilingual Instructional Specialist to support the language acquisition and academic performance of ELs by providing teacher support	2.4, 2.5, 2.6	BE/ESL Supervisor	improved TELPAS ratings and student performance				
4) Conduct curriculum writing sessions to enhance all content areas	2.4, 2.5, 2.6	Executive Director of C&I	Improved student performance				
5) Assist students to be able to participate in Dual or concurrent enrollment program services	2.4, 2.5, 2.6	Associate Superintendent of Secondary Education	more students participating in accelerated programs				
6) Continue to work with LIT and other agencies to extend the CTE programs offered	2.5, 2.6	Associate Superintendent Director of CTE	higher numbers of student enrolled in CTE classes				
7) Provide training in Cooperative Learning to campuses who want to pursue this model of active engagement of GT students at an advanced level.		Director of Professional Development	Students will be actively engaged inside classrooms so that learning will occur at advanced levels of thinking.				
Funding Sources: Title II, Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Provide training on project based learning and purchase materials needed to complete this training for elementary campuses who want to service GT students as defined in the Texas State Plan through projects.		Director of Professional Development	Identified GT students will receive services through project based learning.				
Funding Sources: Title II, Part A - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

















Goal 5: To increase parent/family engagement and community collaboration.

















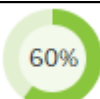

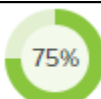





Performance Objective 1: By June 2020, the district will increase the opportunities for campus-based engagement and volunteer opportunities by 10%.

Evaluation Data Source(s) 1: Raptor report and campus sign-in sheets

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Volunteer activities will increase through utilization of programs such as Reach Out and Read (ROAR), collaboration with institutes of higher learning and business partners, Greater Beaumont Chamber of Commerce (Lemonade Day) , and Volunteer in Public Schools (VIPS)	2.4, 2.6	Supervisor of Parent Involvement Director of Communications	Increased number of volunteers by 10% through recruitment efforts.				
Funding Sources: Title I, Part A - 0.00							
2) Parent Center Coordinators and teachers will provide scheduled content trainings at community centers and housing complexes to parents/families every grading period to support student learning.	2.4, 2.5, 2.6	Supervisor of Parent Involvement	Sign in sheets, increased parent involvement				
Funding Sources: Title I, Part A - 0.00							
3) Master schedule of district level parent engagement activities will be posted on the district website and distributed to parents.	2.4, 2.5, 2.6	Supervisor of Parent Involvement	Sign in sheets, increased parent involvement				
4) Parent Center Coordinators will develop campus based calendars and brochures to be posted at the campus and campus websites and distributed to parents to encourage parent engagement.	2.4, 2.5, 2.6	Supervisor of Parent Involvement	Sign in sheets, increased parent involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Utilize ROAR Literacy Bus to promote literacy events throughout the year at various locations in the community and provide instructional resources and children's books to families.	2.4, 2.5, 2.6	Executive Director of C & I Director of Federal Programs Supervisor of Parent Engagement Coordinator of Instructional Media Library Services	parents will have resources to help their children academically at home				
6) Establish a district parent engagement center where parents can receive ongoing support, training and check out instructional resources	2.4, 2.5, 2.6	Supervisor of Parent Involvement	parents will have resources and knowledge to help their children academically at home				
7) Schedule Make It Take It sessions with parents to provide instructional resources to help their children at home	2.4, 2.5, 2.6	Supervisor of Parent Involvement	parents will have resources and knowledge to help their children academically at home				
Funding Sources: Title I, Part A - 25000.00							
8) Continue to provide Supervisor of Parent Engagement Supervisor to oversee implementation of district wide parent involvement program	2.6	Director of Federal Programs	increased parent involvement				
Funding Sources: Title I, Part A - 0.00							
9) Contact Assisted Living Centers, Senior Citizen centers, churches, other civic organizations to provide information about volunteer opportunities	2.4, 2.5, 2.6	Director of Communications, Supervisor of Parent Involvement	increase in volunteers				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

















Goal 5: To increase parent/family engagement and community collaboration.

Performance Objective 2: By November 2020, the district will solicit participation of community members and potential partners in System of Great Schools through multiple activities.

Evaluation Data Source(s) 2: Record of participation from community members and potential partners

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Activate Listen and Learn sessions for district level leaders to better understand the System of Great Schools Network		Chief Innovation Officer Associate Superintendent of Secondary Assistant Superintendent of Elementary	increase in number of community partnerships improved perception of BISD within community stakeholders				
2) Activate Listen and learn sessions in the community to determine community perceptions of what is good in their schools and what should be changed		Chief Innovation Officer Associate Superintendent of Secondary Assistant Superintendent of Elementary	increase in number of community partnerships improved perception of BISD within community stakeholders				
3) Conduct a potential BISD Partner sessions to engage and raise awareness of district needs		Chief Innovation Officer Associate Superintendent of Secondary Assistant Superintendent of Elementary	increase in number of community partnerships improved perception of BISD within community stakeholders				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							














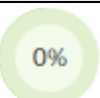
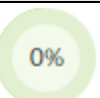

Goal 5: To increase parent/family engagement and community collaboration.

Performance Objective 3: By May 2020, increase attendance to parent/family and community engagement events by 10%.

Evaluation Data Source(s) 3: Sign in sheets

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Provide bus transportation to district events (Goals Nights/Title I meetings/Parent Trainings)	3.2	Executive Director of C&I, Parent Center Coordinators and Director of Federal Programs	Increased parent and family engagement				
	Funding Sources: Title I, Part A - 0.00						
2) Utilize feedback from district parent survey to offer trainings at flexible times and address desired content	3.2	Parent Center Coordinator	Increase attendance at parent trainings				
3) Provide ongoing customer service training for all front office staff (August, October, & January)		Supervisor of Parent Engagement, Parent Center Coordinator	Positive school and family relationship resulting in increased student achievement				
4) Promote "Parent of the Week" on the district website with a corresponding video of parent tips for success.		Parent Center Coordinators Supervisor of Parent Engagement	Positive school and family relationship resulting in increased student achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Hold community forums several times a year at various neighborhood locations to acquire feedback.		Parent Engagement Supervisor Director of Federal Programs Executive Director of Curriculum and Instruction	Positive school and family relationship resulting in increased student achievement				
6) Implement "Parents Helping Parents" training in conjunction with community partners		Parent Engagement Supervisor Director of ESL/Bilingual Education	Increased partnership between school and community				
7) Increase parent training opportunities for parents of English Language Learners by providing trainings such as GED Prep, literacy nights, and homework helper events.		Title III Community Liaison	Increased parent community outreach efforts				
8) Hire Community Liaison (Title III) to facilitate to coordinate and provide parent trainings and engage the community		Executive Director of Curriculum and Instruction Director of ESL and Bilingual Education	Increase parent/school and community partnerships which will increase student achievement				
9) Hire At-Risk Coordinator to support at risk students and families.		Executive Director of Curriculum and Instruction Director of Counseling	Coordination of resources for students and families resulting in an increase of positive student outcomes				
= Accomplished = Continue/Modify = No Progress = Discontinue							

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.21.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$15,060.00
199.21.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$7,000.00
199.21.6117.51.699.24.302	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,000.00
199.23.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$12,121.00
199.23.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$11,775.00
199.23.6117.51.699.24.302	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$5,544.00
199.31.6117.51.599.24.302	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$2,772.00
199.31.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$8,495.00
199.31.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$6,468.00
199.11.6117.49.801.24.000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$101,572.00
199.33.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$7,000.00
199.11.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$90,439.00
199.33.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$9,625.00
199.11.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$161,260.00
199.11.6117.51.699.24.302	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$94,380.00
199.12.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,297.00
199.12.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$3,400.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.13.6117.49.801.24.232	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$30,000.00
199.32.6119.90.806.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$99,577.00
199.11.6121.51.699.24.254	6121 Extra Duty Pay/Overtime - Support Personnel	\$3,600.00
199.11.6121.51.699.24.275	6121 Extra Duty Pay/Overtime - Support Personnel	\$10,026.00
199.11.6121.51.699.24.302	6121 Extra Duty Pay/Overtime - Support Personnel	\$6,435.00
199.23.6121.51.699.24.254	6121 Extra Duty Pay/Overtime - Support Personnel	\$2,100.00
199.23.6121.51.699.24.275	6121 Extra Duty Pay/Overtime - Support Personnel	\$1,763.00
199.23.6121.51.699.24.302	6121 Extra Duty Pay/Overtime - Support Personnel	\$715.00
199.32.6139.90.812.24.000	6139 Employee Allowances	\$5,286.00
199.11.6141.51.699.24.254	6141 Social Security/Medicare	\$3,031.00
199.32.6141.90.806.24.000	6141 Social Security/Medicare	\$1,466.00
199.32.6141.90.812.24.000	6141 Social Security/Medicare	\$77.00
199.11.6142.51.699.24.254	6142 Group Health and Life Insurance	\$10.00
199.13.6142.49.801.24.232	6142 Group Health and Life Insurance	\$60.00
199.32.6142.90.806.24.000	6142 Group Health and Life Insurance	\$5,520.00
199.11.6143.51.699.24.254	6143 Workers' Compensation	\$145.00
199.32.6143.90.806.24.000	6143 Workers' Compensation	\$363.00
199.32.6143.90.812.24.000	6143 Workers' Compensation	\$19.00
199.11.6146.51.699.24.254	6146 Teacher Retirement/TRS Care	\$966.00
199.32.6146.90.806.24.000	6146 Teacher Retirement/TRS Care	\$2,317.00
6100 Subtotal:		\$716,684.00
6300 Supplies and Services		
199.11.6399.51.699.24.254	6399 General Supplies	\$8,000.00
199.11.6399.51.699.24.275	6399 General Supplies	\$20,000.00
199.11.6399.51.699.24.302	6399 General Supplies	\$15,000.00
199.53.6399.79.818.30.287	6399 General Supplies	\$42,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
		6300 Subtotal:
		\$85,000.00
6400 Other Operating Costs		
199.11.6494.51.699.24.254	6494 Reclassified Transportation Expenses	\$23,500.00
199.11.6494.51.699.24.275	6494 Reclassified Transportation Expenses	\$13,500.00
		6400 Subtotal:
		\$37,000.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alberto Iglesias	Title III Community Liaison	Title III	1.0
Blanca Jones	BE Instructional Specialist	Title IA	1.0
Elizabeth Whitley	Math Instructional Specialist Secondary	Title IA	1.0
Ferleshare Starks	Science Instructional Specialist Element	Title IA	1.0
Julie Smith	ESL Instructional Specialist	Title IA	1.0
Monica Reynolds	Social Studies Instructional Specialist	Title IA	1.0
Patsy Magee	Science Instructional Specialist Seconda	Title IA	1.0
Sheree Will	Math Instructional Specialist Elementary	Title IA	1.0
Valerie Maclin	ELAR Instructional Specialist Elementary	Title IA	1.0
Veronica Redmon	Parent and Family Engagement Supervisor	Title IA	1.0

District PLC

Committee Role	Name	Position
Administrator	Anita Frank	Assistant Superintendent of Elementary
Administrator	D'lana Barbay	Director of Professional Development
Administrator	Jenny Angelo	Executive Director of Curriculum and Instruction
Administrator	Jody Slaughter	Chief Innovation Officer
Administrator	Kimber Knight	Director of Research and Planning
Administrator	Tracy Armstrong	Director of Federal Programs
District-level Professional	Julie Smith	ESL Instructional Specialist
District-level Professional	Ferleshare Starks	Elementary Math Coordinator Title I
District-level Professional	Blanca Jones	Director of BE/ESL
District-level Professional	Tammy Diller	Senior Director of Special Education
District-level Professional	Elizabeth Whitley	Secondary Math Coordinator Title I
District-level Professional	Rachel Guidry	Director of Counseling
Administrator	LaChandra Cobb	Principal, Odom Academy
Chief of BISD Police	Joseph Malbrough	Chief of BISD Police
District-level Professional	Ronnie Bryant	Fine Arts Coordinator Title I
District-level Professional	Patsy Magee	Secondary Science Coordinator Title I
District-level Professional	Monica Reynolds	Social Studied Coordinator Title I
District-level Professional	Alberto Iglesias	Supervisor Parent and Family Engagement
District-level Professional	Rodney Saveat	Physical Education Coordinator
Administrator	Audrey Collins	Principal, Pietzsch-MacArthur Elementary
District-level Professional	Frank Jameson	
District-level Professional	Kris Grado	

Committee Role	Name	Position
District-level Professional	Mary Jagoe	
District-level Professional	Valerie Maclin	Elementary ELAR Coordinator Title I
District-level Professional	Denise Shaffer	Technology Coordinator Title I
District-level Professional	Sheree Will	Elementary Math Coordinator Title I
Administrator	Adrienne Lee	Director of Library Services

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Anita Frank	Assistant Superintendent of Elementary
Administrator	Randall Maxwell	Executive Director of Secondary
Administrator	Jenny Angelo	Executive Director of Curriculum and Instruction
Classroom Teacher	Rebell Wade	Amelia Elementary
Classroom Teacher	Ashlyn Sanderson	Bingman Head Start
Classroom Teacher	Tonya Mays	Blanchette Elementary
Classroom Teacher	Alfred Poullard	Paul Brown Center
Classroom Teacher	Amy Brocato	Caldwood Elementary
Classroom Teacher	Marcia Berry	Taylor Career Center
Classroom Teacher	Chantel Douglas	Beaumont United
Classroom Teacher	Karenton Nelson	Charlton-Pollard Elementary
Classroom Teacher	Kathryn LaBlanc	Curtis Elementary
Classroom Teacher	Jo Fuller	Dishman Elementary
Classroom Teacher	Denise Clement	Early College High School
Classroom Teacher	Jaricha Boswell	Homer Elementary
Classroom Teacher	Juananda Coleman	King Middle School
Classroom Teacher	Donna Wisor	Lucas PK
Classroom Teacher	Beverly Dominguez	Marshall Middle School
Classroom Teacher	Rachel Newman	Martin Elementary
Classroom Teacher	Bennie Berry	Pathways Center
Classroom Teacher	Genia Miles	Pietzsch-MacArthur Elementary
Classroom Teacher	Kelly Austin	Regina Elementary

Committee Role	Name	Position
Classroom Teacher	Lisa Weber	South Park Middle School
Classroom Teacher	Bart Gaskin	Vincent Middle School
Classroom Teacher	Jean Bryant	West Brook High School
Community Representative	Roberto Flores	Community member
Business Representative	Ava Y. Graves	Business Member
Parent	Elsa Holton	Parent Representative
Curriculum Coordinator	Jada Savaet	Fletcher Elementary
Curriculum Coordinator	Shana Carr	Fehl-Price Elementary
Curriculum Coordinator	Shermadis Porter	Jones-Clark Elementary
Principal	Dr. Belinda George	Homer Elementary
Counselor	Lydia Sylvester	Odom Academy
College Career Readiness Coordinator	Eva Leblanc	Beaumont United
Paraprofessional	Stacy Brush	Smith Middle School
Administrator	Jody Slaughter	Chief Innovation Officer

District Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		199	\$25,000.00
4	1	7			\$0.00
Sub-Total					\$25,000.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	13			\$20,000.00
2	1	2			\$200,000.00
2	1	4			\$112,000.00
2	2	1		255.13.6219.	\$8,300.00
2	3	5			\$20,000.00
2	3	6			\$28,000.00
2	3	7			\$5,000.00
2	3	9			\$10,000.00
4	4	7	Kagan CL training and materials		\$0.00
4	4	8	Envision projects/ training for elementary GT students		\$0.00
Sub-Total					\$403,300.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$200,000.00
1	3	2			\$0.00
1	3	6		211.11.6399.00.862	\$7,500.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7			\$0.00
1	3	15			\$350,000.00
1	3	16			\$850,000.00
1	3	17			\$0.00
1	3	18			\$30,000.00
1	3	19			\$20,000.00
1	3	20			\$30,000.00
2	3	2			\$10,000.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	7			\$25,000.00
5	1	8			\$0.00
5	3	1			\$0.00
Sub-Total					\$1,522,500.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$32,000.00
1	2	6	Supplemental Resources		\$0.00
2	3	8			\$13,000.00
Sub-Total					\$45,000.00
Title IVA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$18,500.00
3	1	7			\$140,000.00
4	3	1			\$15,000.00

Title IVA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$173,500.00
Grand Total					\$2,169,300.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE		LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or bully-like behavior 	TEC 11.252(a)(3)(E)	Director of Counseling Services Principal-in-Residence		The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	SHAC Coordinator Director of Student Services		The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Director of Student Services Principal-in-Residence		Board Policy FOCA (Legal)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent		Evaluation Documentation
5. Dropout Prevention	TEC 11.252	Director of Student Services		Prevention Plan
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Special Programs Coordinator		The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Student Services		Contracted Services with ESC Region 5
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Homebound Coordinator		PRS Homebound Procedures
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: 	TEC 11.252(4) TEC 11.252(3)(G)	Secondary Lead Counselors		Campus Counselors Report

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Executive Director of HR Executive Director of C and I		Employee File Training Report
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Director of Counseling Services		The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Director of Counseling		The school will follow Board Policy FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Director of Counseling		Board Policies: FFB, FOC, FOCA, DMA and FFE
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	Principal-in-Residence		Board Policy DMA(Legal)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE		LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 				
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Technology		District Technology Plan

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

PURPOSE

A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. The District shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks. *Education Code 28.002(h)*

As a condition of accreditation, the District shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

The District shall ensure that all children in the District participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

REQUIRED
CURRICULUM

A district that offers kindergarten through grade 12 shall offer the following as a required curriculum:

FOUNDATION
CURRICULUM

1. A foundation curriculum that includes:
 - a. English language arts and reading;
 - b. Mathematics;
 - c. Science; and
 - d. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

ENRICHMENT
CURRICULUM

2. An enrichment curriculum that includes:
 - a. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the District may offer an elective course in the language;
 - b. Health, with emphasis on the importance of proper nutrition and exercise;

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

- c. Physical education;
- d. Fine Arts;
- e. Career and technical education;
- f. Technology applications;
- g. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
- h. Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

LOCAL CREDIT

The District may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.002(f); 19 TAC 74.1(b)*

LOCAL
INSTRUCTIONAL PLAN

The District's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. The District is encouraged to exceed minimum requirements of law and State Board rule.

MAJOR
CURRICULUM
INITIATIVES

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, the District must use a process that:

1. Includes teacher input;
2. Provides District employees with the opportunity to express opinions regarding the initiative; and
3. Includes a meeting of the Board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and District employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

COMMON CORE
STATE STANDARDS

The District may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. The District may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

COORDINATED
HEALTH PROGRAMS

TEA shall make available to the District one or more coordinated health programs or allow the development of District programs designed to prevent obesity, cardiovascular disease, oral disease, and type 2 diabetes in elementary, middle, and junior high school students. Each program must provide for coordinating:

1. Health education, including oral health education;
2. Physical education and physical activity;
3. Nutrition services; and
4. Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

The District shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the District. *Education Code 38.014*

Coordinated school health programs that are developed by the District and that meet TEA criteria may be approved and made available as approved programs. The District must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

PHYSICAL EDUCATION

The District shall establish specific objectives and goals the District intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;
2. Offer students both cooperative and competitive games; and
3. Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

STUDENT/TEACHER
RATIO

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the District to:

1. Carry out the purposes of and requirements for the physical education curriculum; and
2. Ensure the safety of students participating in physical education.

If the District establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the District shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

CLASSIFICATION FOR
PHYSICAL EDUCATION

The District shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted—not limited in activities.
2. Restricted—excludes the more vigorous activities. Restricted classification is of two types:
 - a. Permanent—A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
 - b. Temporary—Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
3. Adapted and remedial—specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

SCHOOL HEALTH
ADVISORY COUNCIL

The Board shall establish a local school health advisory council (SHAC) to assist the District in ensuring that local community values are reflected in the District's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements]

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

DUTIES

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in health education;
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, type 2 diabetes, and mental health concerns through coordination of:
 - a. Health education,
 - b. Physical education and physical activity,
 - c. Nutrition services,
 - d. Parental involvement,
 - e. Instruction to prevent the use of tobacco;
 - f. School health services,
 - g. Counseling and guidance services,
 - h. A safe and healthy school environment, and
 - i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;
4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:
 - a. School health services;
 - b. Counseling and guidance services;
 - c. A safe and healthy school environment; and
 - d. School employee wellness; and
5. If feasible, joint use agreements or strategies for collaboration between the District and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the District and community organization.

Education Code 28.004(c)

The SHAC shall consider and make policy recommendations to the District concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding un-

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

	<p>structured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the District concerning the importance of daily recess for elementary school students. <i>Education Code 28.004(l)</i></p>
CONTENT OF HUMAN SEXUALITY INSTRUCTION	<p>The Board shall determine the specific content of the District's instruction in human sexuality. <i>Education Code 28.004(h)</i></p> <p>The Board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:</p> <ol style="list-style-type: none">1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;2. Devote more attention to abstinence than to any other behavior;3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum. <p><i>Education Code 28.004(e)</i></p>
CONDOMS	<p>The District may not distribute condoms in connection with instruction relating to human sexuality. <i>Education Code 28.004(f)</i></p>
SEPARATE CLASSES	<p>If the District provides human sexuality instruction, it may separate students according to sex for instructional purposes. <i>Education Code 28.004(g)</i> [See FB regarding single-sex classes under Title IX]</p>
NOTICE TO PARENTS	<p>Before each school year, the District shall provide written notice to a parent of each student enrolled in the District of the Board's decision regarding whether the District will provide human sexuality instruction to District students. If instruction will be provided, the notice must include:</p>

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

1. A summary of the basic content of the District's human sexuality instruction to be provided to the student, including a statement informing the parent of the instructional requirements under state law;
2. A statement of the parent's right to:
 - a. Review curriculum materials as provided by Education Code 28.004(j); and
 - b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the District or the student's school; and
3. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

A parent may use the grievance procedure at FNG concerning a complaint of a violation of notice requirements.

Education Code 28.004(i)–(i-1)

AVAILABILITY OF
MATERIALS

The District shall make all curriculum materials used in human sexuality instruction available for reasonable public inspection. *Education Code 28.004(j)* [See EFAA regarding selection of curriculum materials for human sexuality instruction]

STEROID NOTICE AND
EDUCATION

The District shall, at appropriate grade levels as determined by the State Board of Education, provide to students involved in extracurricular athletic activities information developed by TEA regarding the use of anabolic steroids and the health risks involved with such use. *Education Code 38.0081(b)*

Each school in a district in which there is a grade level of seven or higher shall post in a conspicuous location in the school gymnasium and each other place in a building where physical education classes are conducted a notice regarding steroids, using the text set forth at Education Code 38.008 [see FNCF(EXHIBIT)]. *Education Code 38.008*

WELLNESS AND HEALTH SERVICES
SCHOOL-BASED HEALTH CENTERS

FFAE
(LEGAL)

SCHOOL-BASED
HEALTH CENTERS

The District may, if it identifies the need, design a model for the delivery of cooperative health-care programs for students and their families and may compete for grants to provide such programs. The model program may provide for delivery of conventional health services and disease prevention of emerging health threats that are specific to the District.

On the recommendation of an advisory council, the District may establish a school-based health center at one or more campuses in the District to meet the health-care needs of students and their families. The District may contract with a person to provide services at a school-based health center.

Education Code 38.051

PROGRAMS GOALS

All health-care programs should be designed to meet the following goals:

1. Reducing student absenteeism;
2. Increasing a student's ability to meet the student's academic potential; and
3. Stabilizing the physical well-being of a student.

Education Code 38.063(c)

CONSENT
REQUIRED

A school-based health center may provide services to a student only if the District or the provider with whom the District contracts obtains the written consent of the student's parent or guardian or another person having legal control of the student. The student's parent or guardian or another person having legal control of the student may give consent to receive ongoing services or may limit consent to one or more services provided on a single occasion. The consent form must list every service the center delivers in a format that complies with all applicable state and federal laws and allows a person to consent to one or more categories of services.

Education Code 38.053

PERMISSIBLE
SERVICES

The permissible categories of services are:

1. Family and home support;
2. Health care, including immunizations;
3. Dental health care;
4. Health education; and
5. Preventive health strategies.

Education Code 38.054

WELLNESS AND HEALTH SERVICES
SCHOOL-BASED HEALTH CENTERS

FFAE
(LEGAL)

SERVICES NOT
PERMITTED

Reproductive services, counseling, or referrals may not be provided through a school-based health center using grant funds awarded under Education Code Chapter 38, Subchapter B. Any service provided using grant funds must be provided by an appropriate professional who is properly licensed, certified, or otherwise authorized under state law to provide the service. *Education Code 38.055-.056*

The staff of a school-based health center and the person who consents to treatment shall jointly identify any health-related concerns of a student that may be interfering with the student's well-being or ability to succeed in school. If it is determined that a student should be referred for mental health services, the staff of the center shall notify verbally and in writing the person who has authority to consent, and the referral shall not be made unless the person provides written consent for the service to be provided and specific written consent for each treatment occasion. *Education Code 38.057*

ADVISORY COUNCIL

The Board may establish and appoint members to a local health education and health-care advisory council to make recommendations on the establishment of school-based health centers and to assist the District in ensuring that local community values are reflected in the operation of each center and in the provision of health education. A majority of the members must be parents of students enrolled in the District. In addition to the appointees who are parents, the Board shall also appoint at least one teacher, one administrator, one licensed health-care professional, one member of the clergy, one person from law enforcement, one member of the business community, one senior citizen, and one student. *Education Code 38.058*

The District may seek assistance in establishing and operating a school-based health center from any public agency in the community. *Education Code 38.059*

If the District is located in a county with a population not greater than 50,000 or that has been designated as a health professional shortage area, a medically underserved area, or a medically underserved community, the District shall make a good-faith effort to identify and coordinate with existing providers. *Education Code 38.060*

PRIMARY CARE
PHYSICIAN

If a person receiving a medical service from a school-based health center has a primary care physician, the staff of the center shall provide notice of the service to that physician. Before delivering service to a person with a primary care physician under the state Medicaid program, a state children's health plan program, or a private health insurance or health benefit plan, the staff of the center

WELLNESS AND HEALTH SERVICES
SCHOOL-BASED HEALTH CENTERS

FFAE
(LEGAL)

	shall notify that physician to share medical information and obtain authorization for delivering the medical service. <i>Education Code 38.061</i>
FUNDING	The District shall comply with the funding requirements and limitations set out in Education Code 38.062–.063 and with rules adopted by the commissioner of state health services. <i>Education Code 38.062–.063</i>
STANDARDS FOR STATE-FUNDED CENTERS	If the District receives a grant from the Texas Department of State Health Services (TDSHS) to assist with the costs of operating school-based health centers, it must comply with TDSHS standards for funded centers. <i>25 TAC 37.531, .538</i>

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LEGAL)

RECOMMENDED
PROGRAMS

The Texas Department of State Health Services (TDSHS), in coordination with TEA and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. The District may select from the list a program or programs appropriate for implementation in the District.

The list must include programs in the following areas:

1. Early mental health intervention;
2. Mental health promotion and positive youth development;
3. Substance abuse prevention;
4. Substance abuse intervention; and
5. Suicide prevention.

TDSHS, TEA, and each ESC shall make the list easily accessible on their Web sites.

The programs on the list must include components that provide for training counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of committing suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others; and
3. Intervene effectively with students described by items 1 or 2 above, by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian.

TRAINING

The District shall provide training described in the components set forth above for teachers, school counselors, principals, and all other appropriate personnel. The District is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. The District may implement a program on the list to satisfy the training requirements.

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LEGAL)

If the District provides the training, a District employee must participate in the training at least one time, and the District shall maintain records that include the name of each District employee who participated in the training.

POLICY

The Board may adopt a policy concerning mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention that:

1. Establishes a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
2. Establishes a procedure for providing notice of a student identified as at risk of committing suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;
3. Establishes that the District may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the District for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention; and
4. Sets out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention.

The policy must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

The policy and any necessary procedures adopted must be included in the annual student handbook and the district improvement plan under Education Code 11.252. [See BQ]

District policy and procedures are not intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. District policy and procedures are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. School districts do not have the authority

to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

Health and Safety Code 161.325

IMMUNITY

These requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Health and Safety Code 161.326*

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LEGAL)

The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF
SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT
SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT
SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

PLANNING AND
DECISION-MAKING
PROCESS

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g), .252(e)

EVALUATION

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

ADMINISTRATIVE
PROCEDURE

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

FEDERAL
REQUIREMENTS

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

REQUIRED PLANS

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

SHARED SERVICES
ARRANGEMENT
FOR DAEP
SERVICES

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b)

DISTRICT
IMPROVEMENT
PLAN

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups, including students in special education programs under Education Code Chapter 29, Subchapter A, in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, including:
 - (1) Suicide prevention programs adopted by the district, if any, in accordance with Health and Safety Code Chapter 161, Subchapter O-1 [see FFB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- a. Higher education admissions and financial aid opportunities.
 - b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - d. Sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
 6. Staff responsible for ensuring the accomplishment of each strategy.
 7. Time lines for ongoing monitoring of the implementation of each improvement strategy.
 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

Education Code 11.252(a)

9. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
10. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

11. A policy addressing sexual abuse and other maltreatment of children that must include:

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or other maltreatment, using resources developed by TEA. These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
- b. Actions that a child who is a victim of sexual abuse or other maltreatment should take to obtain assistance and intervention; and
- c. Available counseling options for students affected by sexual abuse or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

CAMPUS-LEVEL
PLAN

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.
3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

STAFF DEVELOPMENT EDUCATOR	<p>The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.</p>
PRINCIPAL	<p>The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB]</p> <p><i>Education Code 21.451(a), (a-1)</i></p>
TRAINING SPECIFICS— EDUCATORS	<p>Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.</p> <p>A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]</p> <p>Staff development may include:</p> <ol style="list-style-type: none">1. Training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the Student Code of Conduct;2. Training in preventing, identifying, responding to, and reporting incidents of bullying; and3. Instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school. <p><i>Education Code 21.451(b)–(d), (g)</i></p>
STUDENTS WITH DISABILITIES	<p>Staff development must include training, based on scientifically based research, that relates to the instruction of students with disabilities and is designed for educators who work primarily outside the area of special education.</p> <p>A district is required to provide such training only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.</p> <p>In developing or maintaining such training, a district must consult persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and non-profit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district.</p> <p><i>Education Code 21.451(d)(2), (e)–(f)</i></p>

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

SUICIDE
PREVENTION

Staff development must include suicide prevention training that must be provided to all new district educators on an annual basis, as part of a new employee orientation and to existing district educators on the following schedule adopted by TEA rule:

1. All districts shall provide the training to all new educators as a part of new employee orientation during the 2016–17 school year.
2. Each subsequent school year, districts shall provide the training to all new educators as a part of new employee orientation.
3. Districts shall provide the training to all currently employed educators on or by September 30, 2016.

The suicide prevention training must use a best practice-based program recommended by the Texas Department of State Health Services (TDSHS) in coordination with TEA. The training may be satisfied through independent review of suicide prevention training material that complies with guidelines developed by TEA and is offered online.

Suicide prevention training that was provided to existing educators by a district on or after September 1, 2013, may be used to meet the requirements if the training program is on the recommended best practice-based list, or is an online program that meets the TEA guidelines for independent review.

Districts shall maintain records that include the name of each educator who participated in the training.

Education Code 21.451(d)(3)–(d-2); 19 TAC 153.1013

MENTAL HEALTH,
SUBSTANCE ABUSE
PREVENTION, AND
SUICIDE PREVENTION

A district shall provide training in mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on the list described at Health and Safety Code 161.325 to satisfy the training requirements. [See FFB]

If a district provides the training, a district employee must participate in the training at least one time, and the district shall maintain records that include the name of each district employee who participated in the training.

Health and Safety Code 161.325

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

CHILD ABUSE AND
MALTREATMENT

A district's methods for increasing awareness of issues regarding sexual abuse and other maltreatment of children [see BQ, district improvement plan, and FFG] must address employee training.

The training must be provided as part of employee orientation to all new employees. The training may be included in staff development under Education Code 21.451.

The training shall address:

1. Factors indicating a child is at risk for sexual abuse or other maltreatment;
2. Likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse or other maltreatment; and
5. Community organizations that have relevant existing research-based programs and that are able to provide training or other education for employees, students, and parents.

A district shall maintain records of the training that include the name of each employee who participated.

If a district determines that the district does not have sufficient resources to provide the required training, the district shall work with a community organization to provide the training at no cost to the district.

Education Code 38.0041

STUDENT DISCIPLINE

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

SPECIAL PROGRAMS
TRAINING

TEXAS
ADOLESCENT
LITERACY
ACADEMIES

A teacher shall attend a Texas adolescent literacy academy under 19 Administrative Code 102.1101 if:

1. The teacher teaches at a campus that receives a rating that reflects unacceptable performance and that fails to meet the state system safeguard performance target in reading for one or more student groups; and
2. The teacher teaches in general education, special education, or English as a second language for students in grade 6, 7, or 8, and:
 - a. The teacher is a certified, full-time English language arts and reading teacher who instructs English language arts and/or reading for at least 50 percent of the teacher's instructional duties; or
 - b. The teacher is a certified, full-time content area teacher who instructs mathematics, science, and/or social studies for at least 50 percent of the teacher's instructional duties.

A teacher described above is required to complete the training not later than December 31 of the calendar year in which the rating that reflects unacceptable performance is assigned.

A teacher who is required to attend an academy is eligible for a teacher stipend upon completion of face-to-face training if funds have been appropriated and are available for that purpose. A teacher who completes online training is not eligible for a stipend.

The stipend shall not be considered in determining whether a district is paying the teacher the state minimum monthly salary [see DEA and DEAA].

Each school district with teachers required to attend and complete Texas adolescent reading academies must maintain records to verify teacher attendance and completion in accordance with the district's record retention policy.

Education Code 21.4551(c), (e); 19 TAC 102.1101

GIFTED AND
TALENTED
EDUCATION

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.

2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

ELECTIVE BIBLE
COURSE

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a minimum of a High School Composite Certification in language arts, social studies, or history with, where practical, a minor in religious or biblical studies. The teacher must successfully complete the staff development training developed by the commissioner of education with respect to Bible elective courses. *Education Code 28.011(f)*

AUTOMATED
EXTERNAL
DEFIBRILLATORS

A district shall annually make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

The instruction provided in the use of AEDs must meet guidelines for approved AED training under Health and Safety Code 779.002. Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

EXTRACURRICULAR
ACTIVITY SAFETY
TRAINING

The following persons must satisfactorily complete the extracurricular safety training program developed by the commissioner:

1. A coach or sponsor for an extracurricular athletic activity;

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

2. A trainer, unless the trainer has completed the educational requirements for licensure as a licensed athletic trainer set forth at 22 Administrative Code 871.7 and the continuing education requirements at 22 Administrative Code 871.12;
3. A physician who is employed by a district or who volunteers to assist with an extracurricular athletic activity, unless the physician attends a continuing medical education course that specifically addresses emergency medicine; and
4. A director responsible for a school marching band.

The training may be conducted by a district, the American Red Cross, the American Heart Association, or a similar organization, or by the University Interscholastic League (UIL).

Education Code 33.202(b), (f); 19 TAC 76.1003

RECORDS

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

STEROIDS

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

CONCUSSIONS

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of State Health Services Advisory Board of Athletic Trainers (TDSHS-ABAT) or a course approved for

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

continuing education credit by the licensing authority for athletic trainers.

3. A licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDSHS-ABAT, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

RESOURCES FOR
STAFF DEVELOPMENT

If a district receives resources from the commissioner's staff development account, it must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453*

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

District Police Department	To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.
Supervisory Authority	The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.
Jurisdiction	The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.
Police Authority	<p>Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. District police officers shall have the authority to:</p> <ol style="list-style-type: none">1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.5. Enforce District policies on District property, in school zones, at bus stops, or at District functions.6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in administrative hearings concerning the alleged violations.7. Carry weapons as directed by the chief of police and approved by the Superintendent.8. Carry out all other duties as directed by the chief of police or Superintendent.

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

<i>Temporary Assignment</i>	District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.
Limitations on Nonschool Employment	No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent.
Relationship with Outside Agencies	The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memorandum of understanding at least once every year. The memorandum of understanding shall be approved by the Board.
Video Monitoring	If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.
<i>Access to Recordings</i>	Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]
Training	All District officers shall receive at least the minimum amount of education and training required by law.
Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.
<i>Racial Profiling</i>	The chief of police shall develop and implement regulations to ensure compliance with state law regarding racial profiling. Police officers employed by the District shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
<i>Use of Force</i>	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
<i>High-Speed Pursuit</i>	Officers shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by

the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.

Complaints

Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. [See COMPLAINTS AGAINST PEACE OFFICERS at CKE(LEGAL)]

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

2019-2020 Identification and Recruitment (ID&R) Plan For Region 5 MEP and Region 5 SSA Members

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	To be determined by TEA. NGS training to be determined
B. <u>Other- Attend follow-up trainings for ID&R and NGS</u> Follow-up trainings and technical assistance will be provided by the ESC for ID&R and NGS.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	As needed throughout the year
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <u>Potentially Eligible Migrant Children:</u> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <u>Currently Eligible Migrant Children:</u> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. <u>Other: Update Google Map</u> Update Google Maps of Region 5 ID&R Locations as needed to document visited locations for ID&R.	Staff: MEP administrators And recruiters	Update on ongoing basis throughout the year
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. <u>Other- Network and Coordinate with Other Educational Programs</u> Ensure cross-program collaboration with other educational programs that provide services to all students.	Staff: MEP administrators And program specialists	Make initial outreach efforts By September 30 and Continue ongoing efforts throughout the year
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	Quarterly and final review by June 30

Access to Services by Member Districts:

- The Member District agrees to provide release time for selected staff to participate in professional development and technical assistance activities provided by the SSA as articulated in this agreement.

Section 2: Program Information**ESC Region 5 Responsibilities:**

- Employ and provide trained staff for recruitment and NGS, including Certificate of Eligibility (COE), signature of eligibility Reviewer and Recruiter;
- Prepare ESSA application for Migrant Program SSA;
- Provide training and technical assistance for Title I, Part C;
- Prepare District Amendment, if applicable;
- Maintain financial accounting records, budgeting and reporting for the Title I, Part C Migrant funds;
- Provide Migrant Program guides, forms and other required materials (dissemination of information);
- Offer staff development for required components as needed;
- Provide information and facilitate access to the services and resources of Migrant Program Special Projects;
- Provide updates and information on relevant topics and state initiatives;
- Provide technical assistance as needed and upon request;
- Review district Family Surveys and schedule follow-up home visits;
- Conduct recruitment interviews to determine program eligibility;
- Complete COE for all eligible students;
- Process all district data as required by the New Generation System (NGS) Guidelines;
- Provide NGS reports upon request and as necessary for district planning;
- Maintain records as required by state and federal guidelines;
- Coordinate SSA Parent Advisory Committee activities;
- Facilitate educational support at home;
- Conduct needs assessment and program evaluation of the Title I, Part C program;
- Provide secondary credit recovery assistance, credit accrual, graduation planning, and graduation enhancement; and
- Coordinate communication and collaboration between program staff, center staff, client groups, state and federal agencies;
- Provide documentation as requested by the Texas Education Agency for validation process/audit and provide the necessary reporting on behalf of the member district as needed;
- Conduct and prepare required compliance report and submission.

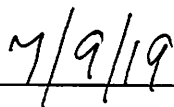
District Responsibilities:

- Assist in the preparation of the ESSA Application;
- Assist in the preparation of the District Amendment, if applicable;
- Assist in budgeting, accounting and reporting, if applicable;
- Implement instructional programs, supplemental services and assurances as approved in the ESSA Application;
- Distribute the Family Survey once a year; include the survey in the districts registration packet, and send the returned surveys to Region 5;
- Maintain records as required by state, federal and local board policies;
- Participate in staff development offered by Region 5 Migrant Program;
- Identify district contact staff to be trained on the NGS Implementation Guidelines as needed;
- Identify district contact staff to collaborate with appropriate campus/district personnel to collect required NGS data for submission to Region 5 to meet all state and federal requirements;
- Identify district contact(s) staff to facilitate program planning and provide data necessary to meet all state and federal requirements, including operation of the SSA Parent Advisory Committee;
- Assist in the needs assessment and program evaluation of the Title I, Part C program by providing any program, student, or financial data necessary.



Member District
Superintendent

Date



Region 5 ESC
Migrant Specialist

Date

Title I, Part C Migrant Education Program SSA 2019-2020

Quick Overview

This Letter of Agreement establishes a Shared Services Arrangement (SSA) between Education Service Center Region 5 and the signing Member District. Region 5 will serve as the Fiscal Agent in this Shared Services Arrangement.

Details

Funding Allocation within the SSA:

The Fiscal Agent, Region 5, administers the 2019-2020 Member District Title I, Part C Migrant Education Program Allocation on behalf of the Member District. 100% of the Member District allocation is retained as the Fiscal Agent Allocation on this SSA Letter of Agreement.

Member District: *Beaumont ISD*

Entitlement: *\$6,224*

Contract Term: *July 1, 2019 to August 31, 2020*

All obligations and encumbrances of funds for this program must occur on or after the effective date of the application (the date the application is received or the first day of the grant availability period, whichever is later) **and** within the grant beginning and ending dates listed on the NOGA.

Program Assurance:

Region 5, as the Fiscal Agent for the SSA, is responsible for ensuring that funds are used in accordance with the Title I, Part C fiscal and program provisions and assurances and the requirements of the Texas Education Agency (TEA) Financial Accountability System Resource Guide.

Section 1: Administrative Guidelines of SSA

Organization

- Region 5 and the Superintendent or Designee of the Member District(s) are the authorities enacting the fiscal and programmatic components of this SSA.
- Region 5 will hire and maintain staff Education Specialists, Program Managers, and/or Coordinators to provide programmatic professional development and technical assistance to Member District, as appropriate.
- Member District must remain in the SSA for the entire Contract Term.

Provisions, Assurances, and Certifications

- Both Region 5 and the Member District are responsible for operating in accordance with the Provision, Assurances, and Certifications stated in the TEA Standard Application System ESSA grant application.
- Liabilities, including legal fees due to complaint, grievance, litigation, refund from onsite monitoring, audit, etc. will be the responsibility of the member district. The fiscal agent will assist the member district as allowed by the Texas Education Agency.

Ownership of Assets and Notice of Grant Award Status

- Purchases made by Region 5 with its fiscal allocation within this SSA will be owned by Region 5.
- If, at the end of the Contract Term, this SSA is terminated by its members, or if the Member District leaves the SSA, the assets purchased during the Contract Term remain with the fiscal agent. If the SSA is terminated and liquid assets, consisting of either current year, carry over, or reallocated Title I, Part C grant funds remain, they will be retained by the fiscal agent;
- All funds not expended will be returned to the Texas Education Agency by the fiscal agent. Uncontrollable costs that impact the fiscal agent will be reviewed by the ESC and the member district to determine how, if any, the cost will be shared by the two entities.

Use of Funds

- Region 5 will use its Fiscal Agent Allocation to provide Title I, Part C professional development, technical assistance and Identification and Recruitment of migrant students at no cost to the Member District(s) of this SSA;
- Expenditures of grant allocations are restricted to the provision of services in accordance with the guidelines under Title I, Part C.

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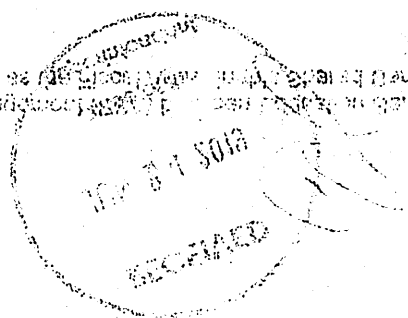
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cc: T. Armstrong



Beaumont ISD
3395 Harrison Avenue
Beaumont, TX 77706-5009
Attn: Dr. Shannon Allen



Dear Superintendent:

School districts receive an entitlement each year to provide programs aimed at Title I, Part C, Migrant Education Program. Region 5 ESC pools these funds to form a regional cooperative called Shared Service Arrangement (SSA). This pooling of funds increases the availability of programs and services to participating school districts by sharing services and resources.

Enclosed you will find a 2-page Shared Service Agreement for 2019-2020 school year. Please sign and return (postage paid envelope provided) to if you would like to join the SSA:

Region 5 ESC
2295 Delaware
Beaumont, TX 77703
Attn: Brenda Thompson, Migrant Program

This letter is also a reminder that you also have to go to TEA's website and, in the TEAL section under 2019-2020 ESSA Consolidated Application, select Region 5 as your fiscal agent for Title I, Part C.

Thank you in advance for your cooperation and for your efforts by going online as soon as possible to make your selection.

If you have any questions, please feel free to contact me at 409-951-1877.

Sincerely yours,

A handwritten signature in black ink, appearing to be 'B. Thompson', written over a horizontal line.

Brenda Thompson
Migrant Program

Priority for Service (PFS) Action Plan for Migrant Students

The Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority for Service (PFS) §1304 (d) of Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA).

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary

RECENT QUALIFYING MOVE		
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);		
+		
FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	Grade Level	Grade Level
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: <ul style="list-style-type: none"> - LEP/EL - Over age - Retained 	Must have received a state assessment score/designation of: <ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested 	Must have been designated as a drop out student on NGS: <ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Beaumont ISD	Priority for Service (PFS) Action Plan	Filled Out By: Brenda Thompson
Region: 05		Date: 8/01/2019
School Year: 2019 - 2020		

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<u>Goal(s):</u> To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.	<u>Objective(s):</u> To assist all PFS students with the necessary supplemental services per the identified need. All PFS students will be served accordingly and documentation of efforts made towards achieving student success will be kept on file for review by the state agency.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	ESC MEP Staff	NGS Priority for Service Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 2019	ESC MEP Staff	LEA PFS Action Plans
Additional Activities			
<ul style="list-style-type: none"> ESC MEP Staff will contact LEA with PFS Report findings and to request student information/LEA will submit requested information to ESC for review and coordinate with the ESC to provide the needed service per identified need. 	Monthly	ESC MEP Staff / LEA MEP Contact	NGS Priority for Service Report/ESC PFS Contact Log/Individual PFS Progress Review

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Aug.2019 – June 2020	ESC MEP Staff	LEA PFS Requirement Acknowledgement Form/Email/PFS Criteria/NGS PFS Report
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Aug. 2019 – June 2020	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Aug. 2019 – June 2020	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
Additional Activities			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide information on the Priority for Service criteria to parents at one of three Regional PAC Meetings held during the academic year. 	Fall Regional PAC Meeting	ESC MEP Staff	Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Aug. 2019 – June 2020	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review

<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Aug. 2019 – June 2020	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Aug 2019 – Aug 2020	ESC MEP Staff / LEA MEP Contact	Individual PFS Progress Review / ESC MEP Directory
Additional Activities			
<ul style="list-style-type: none"> ▪ Identified OSY will receive priority access to services, social workers and community social services/agencies as required per identified need. 	Year-round	ESC MEP OSY Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review / Home Visit OSY Acknowledgement Form

LEA Signature

Date Completed

ESC Signature

Date Received



Statutory At Risk Criteria 1-13

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Was not advanced from one grade level to the next for one or more years
4. Did not perform satisfactorily on an instrument administered to the student under Subchapter B, Chapter 39, and who has not in a previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency, as defined by Section 29.052
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless as defined by 42 U.S.C. Section 11302, and subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

Beaumont Independent School District Pregnancy Related Services and Compensatory Home Education Services

Pregnancy Related Services (PRS) are support services that include mandatory Compensatory Education Home Instruction (CEHI) through social and academic support to pregnant students. These services address academic and social challenges faced by pregnant students, reduce the number of students who drop out of school due to pregnancy related issues and promote continued education strategies. Criteria for these services are as follows:

- pregnant students attending classes on regular campus,
- student's pregnancy prevents the student from attending school, and during the postpartum and/or prenatal period.

Beaumont ISD offers support services that include Compensatory Education Home Instruction (CEHI) to PRS students when they are confined to home during the prenatal and/or postpartum period of pregnancy. Students are coded as PRS in the attendance accounting system only for the period of time when receiving services.

A description of the PRS program, as well as the services offered under the program, must be included in the campus and district improvement plan.

Compensatory Education Home Instruction (CEHI) is the required support service the district offer in the PRS program. CEHI provides academic services to the student at home or hospital bedside when pregnancy prevents the student from attending school and during the postpartum period. CEHI must consist of face-to-face contact with a certified teacher of the district. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding. Students who do not come to school and who do not receive CEHI **must** be counted absent.

PRS cannot be counted in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.

Pregnancy Related Services Include:

- Academic Support (accountability, encouragement, mentoring)
- Supportive Discussions
- Assistance establishing government and community services
- Instruction related to parenting knowledge and skills, including child development, Home and Family living and personal development
- Community collaboration and partnership (March of Dimes, Texas Workforce, Communities in Schools, Nurse-Family Outreach and / or Catholic Charities etc.)
- Case management
 - Coordinate and assure delivery of support services
 - Assess youth as individuals so that unique needs are met most effectively
 - Consistent coordination of mentoring
 - Student Advocate/multifaceted support
 - Attendance / student assessment accountability

ADDENDUM

Pregnancy Related Services

Pregnancy Related Services (PRS) are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

Support Services are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, and service coordination.

Compensatory Education Home Instruction (CEHI) is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs, and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for any reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 2) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 3) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.

Account Code	PIC	Role Name	Employee Name	Account %
199.23.6119.90.006.28.000	28	Assistant Principal	Whitfield, Petula Lynn	100.00
199.23.6119.90.862.29.000	29	Assistant Principal	Chavis, Tara Gage	100.00
199.32.6119.90.806.24.000	24	Attendance Officer	Robinson, David L	100.00
199.23.6129.90.006.28.000	28	Campus PEIMS Data Clerk	Fontenot, June M	100.00
199.23.6129.90.012.26.000	26	Campus PEIMS Data Clerk	Brown, Sonja M	100.00
199.23.6129.90.006.28.000	28	Clerk Receptionist	Dawson, Nicole Wilson	100.00
199.11.6129.90.006.28.000	28	Computer Lab Aide	Simon, Mary Savoy	100.00
199.32.6119.90.806.24.000	24	Coordinator Student Truancy Prevention & Outreach	Prudhomme, Kela N	100.00
199.31.6119.90.006.28.000	28	Counselor High School	Hillin, Kari Rabb	100.00
199.31.6119.90.012.26.000	26	Counselor High School	Harmon, Mildred A	100.00
199.11.6129.90.101.24.000	24	District Aide	Hinkle, Kourtney Erin	100.00
199.11.6129.90.101.30.000	30	District Aide	Watson, Kay C	100.00
199.11.6129.90.123.24.000	24	District Aide	Walker, Sara Louise	100.00
199.11.6129.90.125.24.000	24	District Aide	Worthy, Haley L	100.00
199.11.6129.90.128.24.000	24	District Aide	Gooden, Latossha Decherrie	100.00
199.11.6129.90.128.30.000	30	District Aide	Guidry, Ella M	100.00
199.11.6129.90.134.28.000	28	District Aide	Garriet, Jo Lynn	100.00
198.11.6129.90.129.30.000	30	Elementary ISS Aide	Hayes, JZmene Rashada	100.00
199.12.6129.90.012.26.000	26	Paralibrarian	Delafosse, Takeisha M	100.00
199.23.6119.90.012.26.000	26	Principal	Lavan, Rayfield	100.00
199.23.6119.90.006.28.000	28	Principal Middle School	Colvin, Charles H	100.00
199.11.6119.90.128.24.000	24	Reading Coach	Collins, Zandra D	100.00
199.31.6119.90.006.28.000	28	School Support Specialist	Normand, Marilyn Flanagan	100.00
199.23.6129.90.012.26.000	26	Secretary Principal	Colone, Carol J	100.00
199.23.6129.90.006.28.000	28	Secretary Principal Middle School	Gilder, Cecilia Young	100.00
199.31.6119.90.128.30.000	30	Specialist Behavior Intervention	Dotson, Shamieka M	100.00
199.21.6119.90.105.24.000	24	Specialist Curriculum Support	Bennett, Dalana C	100.00
199.11.6119.90.101.24.000	24	Teacher Elem School	Meguess, Elzadia D	100.00
199.11.6119.90.101.30.000	30	Teacher Elem School	Middleton, Eryka Thomas	100.00
199.11.6119.90.104.30.000	30	Teacher Elem School	Chambers, Cheryl L	100.00
199.11.6119.90.105.30.000	30	Teacher Elem School	Biksey, Kellie Ann	100.00
199.11.6119.90.112.30.000	30	Teacher Elem School	Banks, Nyree R	100.00
199.11.6119.90.118.30.000	30	Teacher Elem School	Wiltz, Wanda E	100.00
199.11.6119.90.123.24.000	24	Teacher Elem School	Duke, Deborah M	100.00
199.11.6119.90.123.30.000	30	Teacher Elem School	Price, Kimberly M	100.00
199.11.6119.90.125.30.000	30	Teacher Elem School	Roberts, Kourtney Grace	100.00
199.11.6119.90.126.30.000	30	Teacher Elem School	Loza, Colleen Alexandra	100.00
199.11.6119.90.127.24.000	24	Teacher Elem School	Fontenot, Danna E	100.00

199.11.6119.90.127.30.000	30	Teacher Elem School	Bean, Brittney	100.00
199.11.6119.90.801.30.000	30	Teacher Elem School	Edwards, Joy R	100.00
199.11.6119.90.134.28.000	28	Teacher Elementary DAEP	Gilmore, Linda M	100.00
199.11.6119.04.008.30.000	30	Teacher High School	Watson, Daniel	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Hall, Brian Edward	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Jefferson, Jada L	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Hartfield, Jo A	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Comeaux, Melanie Moye	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Harper, Nicole M	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Kelley, Ronald	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Vanboskirk, Scott Eric	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Mansfield, Sharon Ann	100.00
199.11.6119.90.006.28.000	28	Teacher High School	Brown, Stephanie Lynn	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Poullard, Alfred Charles	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Broussard, Brandie Lee	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Ontiveros, Carlos	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Hamilton, Curtis M	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Waggener, Jola Kay	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Stewart-Daniels, Lottie M	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Fuller, Michael J	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Semien, Prentiss F	100.00
199.11.6119.90.012.26.000	26	Teacher High School	Beverly, Stacia Mckinney	100.00
199.11.6119.90.043.30.000	30	Teacher Middle School	Bowman, Jeremi Daniel	100.00
199.11.6119.90.046.30.000	30	Teacher Middle School	Leger, Jacqueline Lea	100.00
199.11.6119.90.047.30.000	30	Teacher Middle School	Breaux, Jonathan Louis	100.00
199.11.6119.90.048.30.000	30	Teacher Middle School	Joseph, Angelia L	100.00
199.11.6119.90.012.28.000	28	Teacher Secondary ISS	Jackson, Andrea Y	100.00
199.11.6129.90.130.30.000	30	Title I Aide	Johnson, Rose D	100.00
199.32.6119.90.806.24.000	24	Truancy Officer	Turner, Albert L	100.00