

Beaumont Independent School District
District Improvement Plan
2018-2019



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Comprehensive Needs Assessment

Needs Assessment Overview

DEMOGRAPHICS

- The district has experienced a continuous decline in attendance rates over the past 4 years.
- In comparing the demographics of teachers v s. students, the district has a higher % of African American students than teachers, a much higher % of Hispanic students compared to Hispanic teachers and a very high % of White teachers compared to White students.
- Process for submitting timely referrals to SE is sometimes hampered by the counselors not notifying the diagnosticians that a written request for SE testing has been received. Thereby exceeding the 15 school day timeline for notifying the parent if the student will be tested or not.
- When the timelines are not met this results in students having to be tested whether there is a need or not. As a result an increase in DNQ occurs. Due to timelines not being adhered to this is an unnecessary cost of time and personnel.
- There is a lack of an effective support network, especially at the secondary level, for recently arrived ELLs to address issues such as navigating the initial enrollment process, class scheduling, state assessments, differentiation of instruction, and cultural/social acclimation.
- The district's ELL drop-out rate continues to increase.
- The large average class size and lack of time for planning and professional development does not allow teachers to effectively learn and implement differentiation and sheltered instruction strategies for ELLs.
- The time allotted each summer for curriculum writing is not sufficient to develop effective, aligned curriculum.
- The number of students not meeting minimum college course entrance requirements and/or not needing remediation upon entering/completing first year has increased.

STAFF QUALITY, RECRUITMENT AND RETENTION:

- Although the salaries continue to rise for teachers, perceptions of the district contribute to decreased numbers of teaching applicants in the pool.
- The district does not have a clear and systematic process for mentoring new and struggling teachers.
- Discipline continues to be a factor in teacher satisfaction and desire to work in the district.
- Continued recruitment of bilingual teachers and those willing to teach in hard to fill areas.
- Fill vacancies quickly which will eliminate the need for permanent substitutes.
- Support of permanent substitutes, struggling and new teachers through: Creating Tier I-III blueprints for instruction, completing lesson writing at the district level by seasoned teachers and vetted by content Supervisors and creating a mentor system for new teachers at the district level.
- Content Supervisors could play a larger role in mentoring targeted teachers.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- The quality and quantity of first line instruction is not resulting in student achievement.
- Training acquired through professional development attendance is not being implemented effectively in the classroom.
- A goal-setting/growth mindset among students and teachers is not evident.
- Campuses need to protect instructional time (too many tests are being given).
- Campuses need to check that lesson plans are complete.
- Campuses need to check for depth and rigor in lessons.
- Campuses need to follow supervisor recommendations.
- Campuses need to follow the curriculum with fidelity.
- Teachers need to have high expectations for students.
- Teachers need to implement what they have learned in professional development.
- Students need to set their own goals and track their own data.

BE/ESL PROGRAM:

Instructional Program Design

The BE/ESL department needs to ensure program consistency across all schools. Program placement for ELs tends to vary from site to site which resulted in inadequate support and monitoring for ELs. The district must be transparent about communicating expectations for program design and implementation. Accountability and program implementation needs to be re-evaluated to create a systematic and articulated district wide bilingual and ESL program. BE/ESL instruction across the district continues to be inconsistent in terms of the time, materials and assessments. Instructional consistency is crucial and must be a priority to positively impact students' learning. In addition, ELs at the secondary level do not receive appropriate support in content areas. As the content units of study are being implemented throughout the district, cycles of revision and updates are necessary to ensure that instruction and assessments meet the needs of ELs and incorporate the rigor of the TEKS and ELPS. The Curriculum and Instruction Department must continue its efforts to 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 units of study. At the secondary level, schools needs to follow the recommended program model designs.

Implementation of Instructional Services and Methods

Weaknesses:

Although initiatives have been established to improve instructional practice in the classrooms, ELs and other subgroups continue to fail to meet PBMAS standards. Program coherence continues to be a challenge for BISD. The lack of a systematic approach in the district

promoted the development of long-term English learners. The district needs to consider research-based models that build instructional consistency and teacher effectiveness. Methods and instructional services for ELs need to be re-evaluated to reflect the effective components of a comprehensive approach. There needs to be a summer school program for newcomers at the secondary level. Teachers and parents have requested special education, dyslexia, and/or speech testing for ELs and the process has not taken place or took place very late in the year. There needs to be specific special education/ dyslexia/speech testing guidelines for ELs. Many ELs are not receiving services due to a lack of a systematic approach to testing. The district does not have an RtI handbook or specific guidelines in Tier I, II, III interventions. BISD has to re-evaluate and prioritize professional development to provide adequate support for teachers and schools throughout the district. Trainings about developing effective, clear, content and language objectives must be made available to all teachers. Additional support and trainings for secondary teachers of ELs are also necessary to build coherence, effective common practice of ESL strategies, and consistent use of materials and assessments. The district needs to implement the DRIP plan to reduce the drop-out rate of ELs.

Parent and Community Participation

Although schools throughout the district are making efforts to engage all parents, they struggle to get equal participation from the diverse community. The lack of bilingual personnel at the school and district level is a barrier when communicating with Spanish speaking parents. Parents have stated they do not feel welcomed at the district and school levels and recommend that the district, in general, improve its customer service and provide training on how to deal with a diverse community. To promote greater parent participation, the district needs to continue its efforts to establish a welcoming culture that embraces the diversity of its community. Consideration to hire a more diverse staff will also help increase parental engagement. Parents also commented that at schools where there is no bilingual program, the information is not being provided to them in Spanish. A school receiving title funds is required to provide all information to parents in English and in Spanish for BISD and this is not taking place. The district is highly diverse and the translation services must also expand to other languages. Increasing parental engagement at the district level can be achieved by considering district wide events or educational conferences to foster a positive parent partnership. Parents also requested training for illiterate parents.

SCHOOL CONTEXT AND ORGANIZATION:

- Need to provide data specialists at each campus
- Need to ensure that special program funded positions are not used outside the scope of their job descriptions
- Need to emphasize the importance of early childhood; specifically establish high functioning PLCs at PK
- Need to investigate the instructional minutes at each campus – by grade level and subject
- Need to provide principals with observation skills training for walkthroughs based upon instructional expectations, i.e. “what should I be seeing?”
- Each campus has established PLCs, however, not all special programs are represented
- Need customer service training again
- Data walls are common but are STAAR focused and excludes other assessment data
- Need ESL Department Chairs in secondary
- Campuses need oversight to ensure that evaluation of Campus Improvement Plans is conducted in a timely manner
- Need to have consistency in high quality Tier I instruction

- Secondary campuses need tighter security measures

PARENT/FAMILY AND COMMUNITY ENGAGEMENT:

- Low parent participation
- Lack of connection between home and school
- Limited forms of communication to stakeholders
- Campuses rely heavily on paper notes being sent home to parents/ guardians
- Relationship building with parents
- Low attendance rates
- High rates of student discipline

CLIMATE AND CULTURE NEEDS:

- Need for enhanced security.
- Consistency in instructional minutes and instructional practices across campuses.
- Principal observation skill training at all grade levels.
- Include special programs personnel in all planning activities across the district.
- Campus-based data specialists.
- Ensure PK PLCs are conducted with fidelity.
- Retrain staff on customer service.
- There is a lack of fluid communication on levels of district structure.
- The district is more reactive than proactive.
- There is a need for a comprehensive RTI plan that is closely monitored and assessed.
- Funds are spent on programs and products that are not implemented with fidelity and effectiveness can't be determined.
- There is a need to increase the number of students participating in extracurricular activities.
- Lack of procedures for referring students for special programs evaluation.

TECHNOLOGY:

- Create a comprehensive documentation of network equipment and implementation
- Continue to use the offsite backup solution for critical file backup
- Develop and plan for an infrastructure and capacity that supports emerging technologies such as 1:1 or BYOD
- Create 15 additional district technicians over a five-year period that will work directly with campus technology and support personnel on the campuses
- Create a central office help desk and a formal process for requesting and prioritizing support through the current ticket system
- Consider a salary study to plan and budget for future technology staffing

- Reconfigure the current five year computer replacement strategy to include district laptops and desktops.
- Create Instructional Technology Specialists/Mentor Teachers for each campus to help facilitate curriculum and technology integration
- Create a long term plan and timetable to train and educate all BISD personnel in the appropriate technology tools within their job description and provide ongoing, systemic, and job embedded professional development in the use of different technologies and software
- Develop and maintain a continuous timeline of technology training for teachers and include technology integration in all personnel evaluations; Reward innovation
- Create a long-range, comprehensive District Technology Plan with a detailed timeline that guides the district in creating a technology rich environment for staff and students
- Encourage campus to campus collaboration and opportunities for discussion to develop strategies for using current technologies and creating a shared vision for involving all staff and administrators
- Develop a budget that seeks to provide sustainability for continuous technology expenditures and allows campus level decisions to support purchases
- Create a District Administrator's Technology Academy that provides the necessary training and learning opportunities and fosters collaboration between district and campus administrators to guide the district's technology vision

Demographics

Demographics Summary

The White population is steadily decreasing, while the Hispanic population continues to grow.

- Enrollment has decreased yearly over the past 4 years.

Student Demographics	ALL	AA	H	W	AI	A/PI	2 OR MORE RACES	ECD	ELL
2013-2014	19832	12011	4199	2550	39	602	431	14617	1804
2014-2015	19393	11660	4335	2329	43	581	445	14493	1906
2015-2016	19171	11515	4412	2180	41	590	433	14349	2007
2016-2017	19176	11520	4475	2091	41	584	465	15198	2064
2017-2018	19004	11356	4614	1957	44	571	462	15009	2087
Student Programs	SPED	G/T	CTE	BE/ESL					
2013-2014	1569	1635	4918	1620					
2014-2015	1499	1554	4646	1734					
2015-2016	1499	1398	4718	1853					
2016-2017	1414	1312	4813	1920					
2017-2018	1434	1445	4952	1974					

Students at risk of dropping out and Dropout Rates

- African Americans, Hispanic, ELLs and Eco Dis. have the highest dropout rates
- District level--the district will implement the Dropout, Recovery, Intervention and Prevention (DRIP) program to reduce the dropout rates across the district during the 2018-2019 school year.
- No authentic, purposeful programs at the campus level are in place for identifying and reducing dropouts. Secondary campuses adhere to the standard practice of reporting to truancy officers, students who are in violation of school attendance. However, the DRIP program will be at each high school campus and will drill down to the feeder schools for each high school.

- The district has adopted procedures to follow before being able to file truancy on a student which include choosing one of three options as shown below.

Dropout Rate (Gr. 7-8)	State	District	AA	H	W	AI	Asian/PI	2 or More Races	SPED	ECO DIS	ELL
2013-2014	0.5%	0.6%	0.9%	0.2%	0.3%	0.0%	0.0%	0.0%	0.8%	0.7%	0.0%
2014-2015	0.3%	1.0%	1.0%	1.3%	0.6%	*	0.0%	0.0%	0.8%	1.0%	0.6%
2015-2016	0.3%	0.6%	0.5%	0.8%	0.3%	0.0%	1.3%	0.0%	0.0%	0.5%	2.7%
Dropout Rate (Gr. 9-12)	State	District	AA	H	W	AI	Asian/PI	2 or More Races	SPED	ECO DIS	ELL
2013-2014	2.2%	3.1%	3.2%	4.0%	2.1%	0.0%	1.5%	2.2%	3.4%	3.5%	9.4%
2014-2015	2.1%	3.0%	2.8%	4.2%	2.4%	0.0%	1.0%	4.6%	3.7%	3.3%	9.2%
2015-2016	2.1%	3.5%	3.2%	4.2%	3.7%	0.0%	2.7%	3.8%	5.6%	3.5%	10.3%

Summary

How many students withdraw each year for homeschooling? Private schools?

	13/14	14/15	15/16	16/17
Home School	18	44	33	25
Private/parochial school	33	41	43	34
Out of Texas	118	117	109	108

The district uses the state indicators for at-risk students and the % of at-risk students is 68.0% .

Attendance Rates

- The District has experienced a continuous decline in attendance rates over the past 4 years.

Attendance Rates	District	AA	H	W	AI	A	PI	2 or More Races	SPED	EcoD	ELL
2015-2016	94.3%	93.9%	95.0%	94.5%	94.3%	97.0%	95.8%	94.6%	92.0%	94.1%	95.7%
2014-2015	94.4%	94.0%	94.9%	94.7%	93.2%	97.2%	95.7%	94.9%	92.4%	94.1%	95.6%
2013-2014	95.1%	94.8%	95.5%	95.4%	94.4%	97.7%	95.7%	95.2%	93.4%	94.9%	96.3%
2012-2013	95.6%	95.3%	96.0%	95.7%	92.8%	97.5%	97.1%	95.4%	94.0%	95.3%	97.1%
2011-2012	95.5%	95.3%	96.1%	95.4%	93.9%	97.7%	96.7%	95.8%	93.9%	95.3%	97.0%

Demographics of Teachers vs. Students

- In comparing the demographics of teachers v s. students, the district has a higher % of African American students than teachers, a much higher % of Hispanic students compared to Hispanic teachers and a very high % of White teachers compared to White students.

Teacher/Student Demographics	AA-T	AA-S	H-T	H-S	W-T	W-S	AI-T	AI-S	A-T	A-S	PI-T	PI-S	2 or More Races-T	2 or More Races-S
2016-2017	45.3%	60.1%	5.0%	23.0%	47.5%	10.9%	0.2%	0.2%	0.7%	3.0%	0.2%	0.1%	0.2%	2.4%
2015-2016	45.8%	60.1%	4.8%	23.0%	46.6%	11.4%	0.3%	0.2%	0.7%	3.0%	0.1%	0.1%	1.8%	2.3%
2014-2015	43.8%	60.1%	5.0%	22.4%	48.4%	12.0%	0.3%	0.2%	0.6%	2.9%	0.1%	0.1%	1.7%	2.3%
2013-2014	43.8%	60.6%	5.0%	21.2%	48.6%	12.9%	0.3%	0.2%	0.5%	2.9%	0.0%	0.1%	1.8%%	2.2%

Special Education Initial Referrals 2017-2018

Total Special Education Students 1434 as of 10-27-17.as compared to 1489 last year.

Referrals to Special Education from 5-17 to 2-18 were 93: compared to 134 last year at the same time frame. 8-16 to 2-17..

Data indicated that of the 93 referrals made to Special Education.

- 21 students did not qualify for Special Education services
- 60 students did qualify for Special Education services

- 12 students have not had testing completed .

DNQ: Did Not Qualify

Analysis of Data by race/ethnicity indicates that the majority of students not qualifying for services were:

- 8 Black
- 2 Hispanic
- 1 White
- 10 Race was undetermined as demographic data could not be verified.

DNQ: Data Chart (21 students) Decrease noted in Black race compared to last year. Overall DNQ % increased compared to last year 23%.

Asian	Black	Hispanic	White	Total DNQ / tested
0%	38%	1%	1%	21 or 26%

Additionally analysis of Gender Data indicates that denials were 11 or 52% for males and 3 and or 14% for females. 7 genders were not verified as demographic data was not obtainable.

DQ: Did Qualify

Analysis of data by race/ethnicity indicates that the majority of students qualifying for services were:

- 37% Black
- 1% Hispanic
- 32% White

DQ: Did Qualify (60 students)

Asian	Black	Hispanic	White	Two or more	Total
1/2%	22/37%	5/1%	19/32%	0%	60 or 74%

This data correlates with approximately the same percentages of Blacks and Hispanics who DNQ. However, data for Whites indicates an increase in DQ . 32% compared to 13% last year. (4 to 19)

Analysis of gender data indicates that qualifying students were 41 or 77% for males and 12 or 23% for females. These % s compares with last years data of DQ for males at 76% and females at 24% . This years DNQ males at 11 or 79% and females at 3 or 21% also compares with last years data of 81% and 19% respectively. 7 genders were not verified as demographic gender data was not obtainable.

When comparing genders of DNQ and DQ percentages were in similar ranges as indicated below: As a percentage of verified genders in each category.

DNQ Genders / 14	DQ Genders/ 53
Male: 79%	Male :77%
Female: 21%	Female:23%

Graduation Data 2017-2018

Graduates meeting college course entrance requirements without remediation ELA 2015-2016: State=22.6%, Beaumont ISD=20.1% (no delineations by subpops was given within the TAPR from TEA).

Graduates meeting college course entrance requirements without remediation Math 2015-2016: State=18.1%, Beaumont ISD=14.1% (no delineations by subpops was given within the TAPR from TEA).

Graduates completing first year without remediation 2014-2015: State=55.6%, Beaumont ISD=42.0% (no delineations by subpops was given within the TAPR from TEA)

Graduates with Dual Credit 2015-2016: State=48.7%, Beaumont ISD=46.5%

Bilingual/ESL 2017-2018

- Number of students in the bilingual program: 370
- Number of students in the ESL program: 1,668
- Number of students whose parents denied the bilingual or ESL program from 2009-present: 118

- Number of students that met exit criteria from bilingual or ESL and are 1st year monitored : 165
- Number of students that met exit criteria from bilingual or ESL and are 2nd year monitored: 137
- Number of bilingual certified teachers: 17
- Number of ESL certified teachers: 186
- Home languages in BISD: 39

How are ELL students supported and how effective are the services and supports in meeting the cognitive, linguistic and affective needs of ELLs?

Strengths:

- All secondary campuses have now implemented a full ESL program.
- Instructional materials and programs developed and purchased specifically for language acquisition are being utilized by bilingual and ESL teachers throughout the district; examples include iPads preloaded with Apps for all bilingual teachers, Estrellita, instructional manipulatives, STAAR preparation teaching materials, Inside the USA newcomer program, and the Woodcock-Munoz Language Proficiency Test.
- Beaumont ISD's Parent and Family Engagement Department has numerous programs available to help and support parents of our ELL students. Some examples include the Parenting Partners Program, ESL classes for parents, college/career readiness workshops, the Technology with Parents Program titled "Social Media: a Powerful Business Tool for Small Business", parent self-serve training, book studies for parents, health advisory programs, the Taking it to the Streets Initiative, and the Parent Advisory Committee.
- Beaumont ISD has also recently hired four Language Proficiency Assessment Committee (LPAC) clerks to assist campuses with handling initial placement testing of ELLs and required LPAC documentation. The LPAC clerks also assist campuses with contacting and translating for parents when needed.
- The Bilingual/ESL department is conducting audits of all individual student LEP folders in an attempt to ensure that all LPAC compliance guidelines are being followed. Corrective action plans are being submitted to campuses when necessary.
- The district has purchased and begun utilizing eSTAR, an online LPAC documentation management program.
- The Bilingual/ESL department helps new students with all aspects of the enrollment process on campuses whenever possible to ensure students and parents alike feel welcomed and valued.
- The Bilingual/ESL department also helps to enter and verify that PEIMS coding for bilingual/ESL students is entered correctly and that all LPAC procedures and processes including administering the IOWA test for initial placement and accommodations are being implemented and followed.
- The Bilingual/ESL department helps to ensure that all state testing regulations and procedures are followed for ELLs on assessments such as STAAR and TELPAS.
- The Bilingual and ESL Instructional Specialists work with content area teachers to assist with curriculum and instruction during strategic planning sessions.
- The Bilingual/ESL department provides district wide training opportunities on implementing instructional strategies for ELLs in the classroom.
- Bilingual and ESL teachers have attended numerous instructional training workshops provided by Region 4 and Region 5. The

Bilingual/ESL department has also brought many specialized presenters into the district to provide training opportunities.

- The Bilingual/ESL department developed and implemented a curriculum specifically designed for 6th through 12th grade Newcomer ELL students.
- The Bilingual/ESL department further expanded and developed curriculum for Spanish Language Arts and Reading (SLAR) that is aligned with English Language Arts and Reading (ELAR) TEKS and curriculum.
- A summer enrichment program for bilingual and ESL students entering kindergarten through second grade is offered in order to help ELL students achieve greater language and academic progress.
- The Bilingual/ESL department provides instruction to ESL students who are assigned to Pathways Learning Center.
- The Bilingual/ESL department is coordinating the implementation of recommended middle and high School ESL program designs that will allow secondary students at the newcomer, beginner, and intermediate level of language proficiency to be strategically scheduled in designated classes in order to give them the best chance to quickly learn English as well as content.
- The elementary bilingual program will be adopting and implementing a transitional bilingual/ early exit model beginning in the 2018-2019 school year. The goal of this model is to provide elementary upper grade level bilingual students with instruction in English in order to better prepare them for the English only instruction that they will begin receiving in sixth grade.
- The Bilingual/ESL department assisted with the development of the district's new drop-out recovery and intervention plan in an effort to help decrease the ELL drop-out rate.

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Weaknesses:

- There is a lack of an effective support network, especially at the secondary level, for recently arrived ELLs to address issues such as navigating the initial enrollment process, class scheduling, state assessments, differentiation of instruction, and cultural/social acclimation.
- The district's ELL drop-out rate continues to increase.
- The lack of consistent personnel training due to a high turnover rate.
- There is currently a shortage of both bilingual and ESL certified teachers in the district.
- The large average class size and lack of time for planning and professional development does not allow teachers to effectively learn and implement differentiation strategies for ELLs.
- The time allotted each summer for curriculum writing is not sufficient to develop effective, aligned curriculum.
- There needs to be additional, more in-depth training of ELL instructional strategies for administrators and content area teachers to assist in the understanding of how to better reach our ELL students and make academic content more accessible to them.
- The lack of a district-wide Response to Intervention program does not provide an avenue to address deficits in ELLs that may not be related to language acquisition.

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Summary

- Beaumont ISD has had declining enrollment over the past 4 years. The white population is steadily decreasing, while most of the other populations show growth. While the population decreases, so does the attendance rate of the students. Because the dropout rates across the district are a major concern, the district will implement a new program to help identify, prevent, and reduce the dropout rates. The Dropout, Recovery, Intervention and Prevention (DRIP) program will be located at both West Brook and United High Schools. Special Education Referral data indicates that the number of Did Not Qualify (DNQs) has increased compared to last year at the same time. This increase is attributed to better evaluation methods being implemented on initial referrals which better identifies students with true learning disabilities. Referral data also indicates an increase in Do Qualify(DQ) in the white sub group from last year at the same time. This increase can be primarily attributed to a better relationship with Early Childhood Intervention(ECI) who has increased referrals to the District and less parent denials for Preschool Program for Children with Disabilities(PPCD). The lack of an effective support network, especially at the secondary level, for recently arrived ELLs to address issues such as navigating the initial enrollment process, class scheduling, state assessments, differentiation of instruction, and cultural/social acclimation has had a negative impact on the district's ELL drop-out rate. However, staff development along with Bilingual and ESL program design changes are being implemented for the 2018-2019 school year to help correct this problem. While the number of students graduating with dual credits has increased, we are still seeing a steady decline in the number of students entering college having already met minimum college requirements and/or not needing remediation upon entering.

Demographics Strengths

DEMOGRAPHICS

- DRIP Program to address dropout rates across the district.
- SE referral data indicates that the evaluation method currently being utilized is more accurate in identifying students with true learning disabilities.
- Current evaluation method provides better data whereby a more accurate assessment can be made to determine if the initial referral is appropriate or not.
- Currently 74% of students being referred qualify for services.
- Beaumont ISD hired four Language Proficiency Assessment Committee (LPAC) clerks to assist campuses with handling initial placement testing of ELLs and required LPAC documentation. The LPAC clerks also assist campuses with contacting and translating for parents when needed.
- The Bilingual/ESL department developed and implemented a curriculum specifically designed for 6th through 12th grade Newcomer ELL students. Curriculum for Spanish Language Arts and Reading (SLAR) that is aligned with English Language Arts and Reading (ELAR) TEKS and curriculum was also further expanded and developed.
- The Bilingual/ESL department is coordinating the implementation of recommended middle and high School ESL program designs that will allow secondary students at the newcomer, beginner, and intermediate level of language proficiency to be strategically scheduled in

designated classes in order to give them the best chance to quickly learn English as well as content.

- The elementary bilingual program will be adopting and implementing a transitional bilingual/ early exit model beginning in the 2018-2019 school year. The goal of this model is to provide elementary upper grade level bilingual students with instruction in English in order to better prepare them for the English only instruction that they will begin receiving in sixth grade.
- The number of students completing advancement placement/dual credit courses prior to graduation has increased.

Student Academic Achievement

Student Academic Achievement Summary

Beaumont ISD 2017-2018 Accountability Summary with Distinction Designations August 14, 2018		
Campus	2018 Rating	<u>Distinction Designations Legend</u> Academic Achievement in ELAR, Math, Science, Social Studies (AA-ELAR, M, Sc, SS) Top 25 Percent Student Progress (25% SP) Top 25 Percent Closing Performance Gaps (25% CPG) Postsecondary Readiness (PR)
DISTRICT	Met Standard	
BEAUMONT ECHS	Met Standard	
CENTRAL SENIOR HS	Met Standard	
OZEN H S	Met Standard	AA-Sc.
WEST BROOK SR HS	Met Standard	AA-ELAR, AA-Sc, AA-SS,
PAUL A BROWN AL	*Not Rated	
M L KING MIDDLE	*Not Rated	
MARSHALL MIDDLE	Met Standard	AA-SS
ODOM MIDDLE	Met Standard	AA-SS, PR

SMITH MIDDLE	*Not Rated	
SOUTH PARK MIDDLE	*Not Rated	
VINCENT MIDDLE	Met Standard	25% SP
AMELIA EL	Met Standard	
BLANCHETTE EL	*Not Rated	
CALDWOOD EL	Met Standard	
CHARLTON-POLLARD EL	Met Standard	AA-ELAR, 25% SP, 25% CPG, PR
CURTIS EL	Met Standard	AA-ELAR
DISHMAN EL	Met Standard	AA-ELAR
FEHL-PRICE EL	*Not Rated	
FLETCHER EL	Met Standard	
GUESS EL	Met Standard	
HOMER DR EL	Met Standard	
JONES-CLARK EL	*Not Rated	
MARTIN EL	Met Standard	
PIETZSCH-MACARTHUR EL	Met Standard	
REGINA-HOWELL EL	Met Standard	AA-Sc.
*Harvey Provision		

Currently we have 5 schools labeled ***Improvement Required***:

- Blanchette ES
- Fehl-Price ES
- Jones-Clark ES
- M.L. King MS
- Smith MS

District Weaknesses

3rd Grade Reading

1. The district decreased 2% points in math.
2. 9 schools increased from 1% - 23% points in reading, with only 4 below 9% increases.
3. 10 schools decreased in math, with 3 of them being double-digit decreases.

4th Grade Reading

1. The district decreased in reading by 1% point, writing by 10% points, and math by 10% points.
2. 6 schools decreased in math scores, while 2 schools had double-digit increases.
3. 9 schools decreased 1% points or more in writing, with 7 schools being double-digit decreases.

6th Grade Reading and Math

1. The district decreased in reading by 4% points.
2. 4 campuses decreased by 4% points or more in reading with 13% points being the highest decrease.

7th Grade Reading, Math and Writing

1. The district decreased in reading, writing and math.
2. 4 schools decreased by 1% points or more in reading.
3. 4 schools decreased by 8% points or more in writing with 18% points being the highest decrease.
4. 5 schools decreased by 1% points or more in math with 15% points being the highest decrease.

8th Grade Math and Social Studies

1. The district decreased by 6% points in reading, 2% points in science and 8% points in social studies.
2. 5 schools decreased in reading by 1% points or more with 19% point being the highest decrease.
3. 4 schools decreased by 1% points or more in science with 14% points being the highest decrease.

EOC

1. The District decreased 4% points in Algebra and 2% points in Biology.
2. 3 schools had decreases of up to 12% points in Algebra and up to 3% points in Biology.
3. 1 school had a 1 %point decrease in US History.
4. 2 schools decreased up to 12% points in English I and up to 5% points in English II.

Student Academic Achievement Strengths

3rd Grade Reading

1. The district increased 4% points in reading.
2. 9 schools increased from 1% - 23% points in reading, with only 4 below 9% point increases.

4th Grade Reading

1. 7 schools increased reading scores by 1% - 21% points, with 3 schools being double-digit increases.

5th Grade Reading, Math and Science

1. The district increased in reading, math and science
2. 8 schools increased by 1% point or more in reading, with 15% points being the highest increase.
3. 8 schools increased by 1% or better in math with 5 schools increasing by double-digits.
4. 6 schools increased 2% points or more in science, with 26% points being the highest increase.

6th Grade Reading and Math

1. The district increased in math by 5% points.
2. 3 schools increased by 3% or better in math, with 23% points being the highest.

8th Grade Math and Social Studies

1. 2 schools increased by 3% points or more in math with 11% points being the highest increase.
2. 4 schools increased by 6% points or more in social studies with 3 out of 4 schools, double-digit increases.

EOC

1. The District increased 3% points in English I and US History and 2% points in English II.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: According to STAR 360 Reading and Math screens of students in grades 1 - 8 over the past two years, approximately 65% of

students in math and 73% of students in reading are performing one or more years below grade level. **Root Cause:** We do not effectively use existing accountability systems to ensure the fidelity of district initiatives.

District Processes & Programs

District Processes & Programs Summary

CURRICULUM, INSTRUCTION AND ASSESSMENT:

Continual strengthening of the district's curriculum is ongoing and supported by curriculum writing teams comprised of teacher leaders and content supervisors providing updates and resources throughout the school year and summer. Teacher leader teams are also convened to vet district assessments and provide revisions and corrections prior to publication of tests. Campuses regularly utilize district data, such as STAR 360 and Mock STAAR results, to help drive instruction and as a core piece of campus PLCs. 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 has been provided throughout the year to ensure teachers are adequately meeting the needs of the students.

STAFF QUALITY, RECRUITMENT AND RETENTION:

Many teachers hired in the district do not have full certifications and have a difficult time executing the fundamentals of good classroom instruction. Although systems are in place to recruit and retain certified teachers and much more needs to be implemented to increase retention and build teacher capacity. Recruitment and retention of teachers is improving due to the efforts of the HR department. Continued improvement of department systems is necessary to fill current vacancies, fill vacancies in high need areas, and support campuses in being 100% staffed by appropriately certified, highly effective teachers.

Several systems are in place to help build capacity. The campus based PLC model and district supervisors offer support in lesson planning, content processing, classroom management and other areas. Campuses offer support through mentors and other site based systems. Professional development opportunities are available throughout the year, however many teachers who struggle do not take advantage of the sessions. Many of the professional development sessions are offered during the school day and there is concern about lost instruction while teachers are out for training. Many staff trainings occur after school which presents challenges to attend for teachers with children and other responsibilities. As a result, the district is employing more online methods to accommodate teacher needs. Google drive lessons are helpful to teachers but they need to be more complete and written by highly successful teachers and vetted by content supervisors. Additional efforts can be made as the calendar allows for designated professional learning days next year.

Traditionally class size has been an area of concern but has improved, especially at the PK and K-4th grade. However, special considerations need to be

reviewed as increases in behavior issues, deficits in learning and struggling campuses may all require smaller classes to reach success with students.

Human Resources department has struggled with developing and implementing strong hiring processes. Improvements are occurring but there is still much to be done.

SCHOOL CONTEXT AND ORGANIZATION:

The Board of Managers determined that the district goal is to **have all district schools meet Texas Education Agency (TEA) accountability standards by the end of the 2020-2021 school year**. The Superintendent's goal is **in support of the District Goal to have all district schools meet TEA accountability standards by the end of the 2020-2021 school year, develop a comprehensive plan by September 2018 to meet the District Goal**. District goals were developed to support the Board's and Superintendent's goals.

The district has a formal process for conducting the comprehensive needs assessment (CNA) and developing the district improvement plan (DIP). The District PLC along with two parent representatives comprised the membership of the improvement planning team. The team was divided into eight subcommittees, each taking one component of the ESSA CNA toolkit. The subcommittees analyzed pertinent data to determine strengths and weaknesses in each of the eight areas. This information was shared with the full committee and district needs were prioritized. Problem statements were created and root causes were identified. Performance objectives and strategies were developed to address the root causes. The District Improvement Plan was created based upon this process.

The District Improvement Plan becomes the living document that focuses the district resources – human and monetary, instruction, parent/family community engagement, college/career/military readiness, etc. – on the improvement of student outcomes. The strategies are implemented and monitored throughout the school year and formally in November, January, March, and May. The final summative evaluation occurs in June. The monitoring is conducted by the same persons who developed the plan.

The campus improvement plans and district improvement plan are subject to a public hearing and approval by the Board of Managers. The plans are then made available in various ways to the general public.

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. Absenteeism is low for district leaders as they strive to provide support to campuses.

District curriculum leaders meet with campus PLCs, CCs, PSPs, 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. There is emphasis on room environment/arrangement, station activities, small group instruction, and classroom management.

District personnel also participate in CEIC meetings, monthly chairperson/grade level meetings, PLCs, staff meetings, and individual teacher conferences. They often conduct personalized professional development and individual coaching.

However, the district continues to struggle in the area of consistent program implementation and monitoring of district initiatives. There are also problems with effective communication across departments and with campuses.

Human resources continue to be an area of concern. The timely hiring of effective and knowledgeable teachers in the core content areas makes it difficult to keep quality candidates and maintain a high level of instructional integrity. Retention of experienced teachers is a challenge as well.

PARENT/FAMILY AND COMMUNITY ENGAGEMENT

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 were addressed. It was determined that adding digital communication, social media, and advertisement to the existing mode of communication would allow Beaumont ISD to reach and involve more stakeholders. In addition to communicating with stakeholders, 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 were additional ways to reach stakeholders of important events in the district. Finally, it was determined that 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.

TECHNOLOGY:

Infrastructure and Equipment

The infrastructure which supports Beaumont Independent School District (BISD) will provide for all of the needed requirements to facilitate technology goals in the district. Therefore, in order to accomplish this goal, 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.

Professional Development and Curriculum Integration

In alignment with district goals and performance standards to support student success, we must transform the learning environment so that students are functioning in a meaningful, relevant learning community which supports access to digital learning tools and devices which will support instruction and effective integration for student mastery. In order to fulfill this requirement successfully, we must adhere to on-going professional development to support district stakeholders for operational and academic success.

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, we will begin 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.

Leadership

District and Campus leaders will continue to adhere to a process which creates for a shared responsibility for supporting a technology-rich learning environment. Additionally, the innovations to support student success will rely on technology governance, which will place an emphasis on the effective use of technology to support instructional standards. This reliance on the effective use of technology will ultimately provide for relevant technology resources and equipment to be readily available and successfully integrated into the learning environment to support student achievement.

District Processes & Programs Strengths

STAFF QUALITY, RECRUITMENT AND RETENTION:

- Currently the retention rate is higher than the previous year at 81%.
- The salary schedule continues to increase for teachers and is therefore among one of the most competitive in the region.
- Multiple district systems such as PLCs and content level PD are implemented to support teachers.
- Competitive salary schedule

- All instructional paraprofessionals are HQ
- Online learning has a 97% completion rate

CURRICULUM, INSTRUCTION, AND ASSESSMENT:

- On-going review and refinement of district Scope & Sequence by supervisors, curriculum writers, and through strategic planning discussion has resulted in a curriculum which is aligned with the state standards. Work on this will continue throughout the summer.
- Pacing guides were added this year then revised due to Hurricane Harvey; will continue to refine in June/July curriculum sessions
- Teacher resource folders were added in the scope and sequence based upon needs as evidenced by data, teacher feedback, and classroom observations

BE/ESL PROGRAM:

BE/ESL Instructional Program Design

Strengths:

The BE/ESL programs are designed and implemented to address closing the language and academic gaps of English learners (ELs). Bilingual and ESL students continue to receive support in the BE/ESL programs where daily instruction is provided by certified teachers on teachers on a bilingual exception or ESL waiver. The bilingual/ESL teachers that are not certified are currently working on certification. The BE/ESL department continues to support schools by providing guidance for appropriate program placement for English learners. At the secondary level, students are placed in ESL classes by level of proficiency based on TELPAS scores. In addition, newcomer classes have also been formed at the secondary to meet the needs of students new to the country. Primary language support is provided by bilingual instructional aides at Central and West Brook High School. The development of instructional programs at the elementary level reflects a variety of structures specific to the needs of the students and community. Through the BE/ESL department and TEA's accountability model, schools are required to monitor students' academic achievement and progress toward English language proficiency every nine weeks. Schools continue to use additional resources and supplemental curriculum including Inside the USA, Inside Language, Literacy, and Content, and Edge to ensure ELs develop proficiency in English while learning the content. A variety of supplemental resources were purchased to enhance English language development and to meet students' academic needs.

Implementation of Instructional Services and Methods

Strengths:

BISD continues to support schools. Schools across the district have established multi-layered intervention programs during the regular school year to support all students. A specific intervention designed to accelerate English language development was offered to ELs in the summer. This particular program targeting EI students in grades K-2 will continue to be part of the district's comprehensive summer school program. On-going trainings and coaching on effective practices for ELs continue to be the focus. The PLC initiative has been implemented. BISD

teachers continue to work collaboratively to analyze data and make informed decisions about instruction. Allocation of resources has been prioritized to enhance the district's BE/ESL programs. The bilingual/ESL department provided in-district trainings throughout the year. Teachers were also provided the opportunity to travel to Region 4 for trainings. Secondary ESL pull-out teachers received instructional coaching by Claudette Session. Teachers have been implementing professional development in the classroom. Instructional specialists also provide teachers with support throughout the year. The BE/ESL department will continue to work with outside consultants to provide trainings and in class coaching to teachers to improve instructional practices for ELs.

Parent and Community Participation

Strengths:

BISD continue to encourage parent and community participation in schools. The district uses a variety of methods to encourage and increase parental engagement. There is a parent advisory committee and an EL parent advisory committee at the district level that seek parent input regarding strategies and involvement. School sites continue to creatively find ways to engage parents and the community through partnerships and volunteering in schools and in the ROAR program. BISD also uses technology to effectively engage and communicate with parents and the community at large. Schools are using the call alert system, BISD app, and Facebook to send flyers, newsletters and event notices electronically to parents. The district, its departments and the school websites have been active and updated to give parents current information. Parents have access to their child's profile, attendance, and grades, through the BISD Parent Self Serve link. In addition, the district continues to provide translations of documents and information in Spanish to parents of ELs. Bilingual parents are also provided ESL and computer classes, as well as book studies. Parents were provided with a parental involvement survey to gain specific feedback on parental engagement at their child's school.

SCHOOL CONTEXT AND ORGANIZATION:

- The district has a well-defined comprehensive needs assessment process
- Board of Managers is committed to supporting campus and district efforts
- District evaluates effectiveness of District Improvement Plan in timely manner
- Goals/Objectives/Strategies are communicated to staff and students in various ways
- Data walls/binders are evident and utilized on most campuses
- Visible reminders of the importance of focusing on student achievement
- Student progress is tracked extensively at the district and campus level
- Teachers have a voice in campus decision-making and school practices through PLCs and CEICs
- Duty rosters and supervision schedules are developed by principals
- Each campus has before and/or after school activities
- Elementary has built-in intervention and tutorials during the school day
- Announcements are kept to a minimum; usually first five minutes and last five minutes of each day to maximize instructional time
- PLCs expectations/standards have been established; PLCs are being conducted; creates a shared vision

- Teachers have a better understanding of data based on work in PLCs
- Buy-in for campus goals and shared vision created through PLCs and teacher input in decision-making
- Campus safety has been strengthened by creating vestibules in elementary campuses and by providing active shooter training
- Secondary campuses include special education and EL representatives in the PLCs

PARENT/FAMILY AND COMMUNITY ENGAGEMENT

- 4 Parents Centers placed throughout the district
- Parents Partners Program
- Basic computer skills class for parents
- Parent Advisory Committees
- Campus Educational Improvement Committees on all BISD campuses
- Business partners for on BISD campuses
- Volunteers in schools
- ROAR: Community Reading Partnership
- English and Spanish classes for adults

TECHNOLOGY:

- Campuses are investing in the purchase of technology.
- Information service department has improved their response to work requests with the limited man power available.
- The district has an Instructional Technology Supervisor to help teachers integrate technology.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: On third of Beaumont ISD teachers are uncertified or have less than two years of experience. **Root Cause:** Beaumont ISD have effective collaboration and communication with our uncertified and inexperienced teachers.

Problem Statement 2: None of BISD's low performing campuses are equitably staffed with qualified staff. **Root Cause:** Lack of implementing effective programs, practices and funds to develop and support teachers and staff in low performing schools for students social/emotional development.

Problem Statement 3: BISD student attendance has declined from 94.3% in 2015-2016 to 92% in 2017-2018 **Root Cause:** There is a lack of a comprehensive program coordinated to communicate for community and parent awareness of the importance of attendance.

Perceptions

Perceptions Summary

CLIMATE AND CULTURE:

According to Neighborhood Scout's analysis of FBI reported **crime** data, your chance of becoming a victim of one of these **crimes in Beaumont, Texas** is one in 89. Violent offenses tracked included rape, murder and non-negligent manslaughter, armed robbery, and aggravated assault, including assault with a deadly weapon. Beaumont is ranked as the third most dangerous city in Texas. Given these statistics, **school safety is a serious concern at Beaumont ISD**. Vestibules have been installed in elementary schools across the district and additional safety measures are being implemented to ensure that students are safe while at school.

Decision-making concerning safety issues within the district is done with high-quality collaboration, and reflects effective leadership. Elementary and Secondary schools showed an overall decrease in percentage of students receiving disciplinary actions. This was attributed primarily to the CHAMPS Discipline model being incorporated at all campuses. It is worth noting, however, that inconsistencies among the various campuses in the enforcement of and consequences of discipline infractions warranted ongoing training in the implementation of CHAMPS throughout the school year.

Perceptions Strengths

- The district has adopted the CHAMPs model for all campuses.
- It has an established discipline system that includes a district student code of conduct handbook which is made available to all stakeholders.
- Safety is a priority.
- The district has police and/or security officers visible and has implemented intruder training with all district administrators.
- The district is hiring two crisis counselors to help students manage life issues.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2018-2019.

Performance Objective 1: By June 2019, 100% of reading and math teachers will receive training in the reading and math curriculum and implement it using research-based best practices.

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

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 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. They 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.				
	Problem Statements: Student Academic Achievement 1						
PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7 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.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						

PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 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.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7 4) Publish quarterly, 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.				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 5) Continue to strengthen program oversight, training and expectations for district initiatives (e.g., Neuhaus, Saxon Phonics, AR, Prodigy, REWARDS, MindPlay) and 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				
	Problem Statements: Student Academic Achievement 1						
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 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				
	Problem Statements: Student Academic Achievement 1						
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 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				
	Problem Statements: Student Academic Achievement 1						

PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7	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.				
	8) Continued implementation of instructional coaching training to build support capacity of supervisors, CCs, and campus coaches. Problem Statements: Student Academic Achievement 1						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: According to STAR 360 Reading and Math screens of students in grades 1 - 8 over the past two years, approximately 65% of students in math and 73% of students in reading are performing one or more years below grade level. Root Cause 1: We do not effectively use existing accountability systems to ensure the fidelity of district initiatives.
School Processes & Programs
Problem Statement 1: On third of Beaumont ISD teachers are uncertified or have less than two years of experience. Root Cause 1: Beaumont ISD have effective collaboration and communication with our uncertified and inexperienced teachers.
Problem Statement 2: None of BISD's low performing campuses are equitably staffed with qualified staff. Root Cause 2: Lack of implementing effective programs, practices and funds to develop and support teachers and staff in low performing schools for students social/emotional development.

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2018-2019.



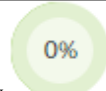

Performance Objective 2: By June 2019, 100% of campus leadership teams will successfully utilize district-created systems to monitor implementation of the reading and math curriculum.

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

Summative Evaluation 2:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Conduct Tier campus support visits comprised of Associate and Asst. Superintendents, Principals, and appropriate C&I personnel.	2.4, 2.5, 2.6	Executive Director of C&I	Increased growth in reading and math levels and STAAR performance.				
	Problem Statements: Student Academic Achievement 1						
PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7 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.				
PBMAS Critical Success Factors CSF 1 CSF 3 3) Monitor implementation of major curriculum initiatives and hold principals accountable when the Accountability Committee monitoring systems are showing progress is not made.	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				
	Problem Statements: Student Academic Achievement 1						

PBMAS Critical Success Factors CSF 3 CSF 7 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				
	2.4, 2.5, 2.6	Supervisor of BE/ESL	Improved BE/ESL curriculum				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 5) Provide curriculum enhancement writing sessions for Bilingual and ESL Program.	Funding Sources: Title III - 32000.00						
	2.4, 2.5, 2.6	Supervisor of BE/ESL	Improved BE/ESL curriculum				
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 6) Provide BE/ESL supplemental instructional resources.	Funding Sources: Title III - 96000.00						
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: According to STAR 360 Reading and Math screens of students in grades 1 - 8 over the past two years, approximately 65% of students in math and 73% of students in reading are performing one or more years below grade level. Root Cause 1: We do not effectively use existing accountability systems to ensure the fidelity of district initiatives.

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2018-2019.

Performance Objective 3: By June 2019, BISD will improve STAAR performance of 100% of tested students to insure they meet, exceed, or show growth on 2018-2019 tested subjects.

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

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 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.				
	Problem Statements: Student Academic Achievement 1						

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Meet the needs of ELAR students by utilizing best practices and resources such as: *balanced literacy *effective use of AR and Myon *implementation of Saxon *phonics for elementary *Neuhaus training *Literacy Libraries *Writing Academy *Six Traits of Writing *Writing portfolio reviews *STAR 360 *Forethought *Formative Assessment Microcredentials *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</p>	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.				
	<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: Title I, Part A - 6000.00</p>						
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Meet the needs of Math students by utilizing best practices and resources such as: *Guided Math *Prodigy *STAR 360 *Math Manipulatives in all elementary classrooms *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 *FrogStreet, RAZ Kids and Istation for PreK *SANDI</p>	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.				
	<p>Problem Statements: Student Academic Achievement 1</p>						

<p style="text-align: center;">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>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 *Formative Assessment Microcredentials *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</p>		Principals Curriculum Supervisors (Gen. Ed, BE/ESL, SPED)	Increased scores on district learning assessments with significant improvement for all subgroups. Increased scores on STAAR.				
<p style="text-align: center;">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Meet the needs of Social Studies students by utilizing best practices and resources such as: *Forethought *Formative Assessment Microcredentials *Strategic Planning *Unique Curriculum for Structured Learning Classroom and Academics for Life Classroom. *Lead4Ward *FrogStreet, RAZ Kids and Istation for PreK *SANDI</p>	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.				

PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 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)	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						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 7) Use the PLC model to foster collaborative efforts and impact student achievement by supporting data analysis and data driven instruction. *Continue Lead4Ward training for Leadership teams *Campus leaders model and practice authentic PLC strategies with teachers and staff.	2.4, 2.5, 2.6	Associate Superintendent Assistant Superintendent	Increased student performance and growth; increase in effective teaching strategies; increase in campus-wide collaboration				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Title I, Part A - 51000.00						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 8) PSP's will be utilized to consult with all IR schools and provide strategies for them to improve student achievement in all areas that caused the campuses to become IR.		School Support Specialist (DCSI)	All IR campuses Meet Standard for 2017-2018				
	Problem Statements: Student Academic Achievement 1						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 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.				
	Problem Statements: Student Academic Achievement 1						

PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 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.				
	Problem Statements: Student Academic Achievement 1						
PBMAS Critical Success Factors CSF 1 CSF 7 11) Provide targeted professional development for teachers to build students' College and Career Military Readiness (CCMR)	2.5, 2.6	Directors of Professional Development Director of Counseling	Decrease in dropout rate for all student populations and increase students graduating with endorsements.				
PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7 12) Implement student programs that develop CCMR and CTE students, such as provide student mentor program to support students at-risk of dropping out as well as goal setting	2.5, 2.6	Director of Counseling Director of CTE	Decrease in dropout rate for all student populations and increase students graduating with endorsements.				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 13) 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				
	Problem Statements: Student Academic Achievement 1 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				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 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						

PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 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						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 17) Provide financial support for afterschool programs partnership with Save the Children at Blanchette Elementary, Charlton Pollard Elementary, Jones-Clark Elementary, Pietzsch-MacArthur Elementary, and Martin Elementary by purchasing technology resources.	2.4, 2.5, 2.6	Director of Federal Programs	Increase student performance and growth				
	Funding Sources: Title I, Part A - 15000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 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 - 40000.00						
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 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						
PBMAS Critical Success Factors CSF 2 CSF 3 CSF 6 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						
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Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: According to STAR 360 Reading and Math screens of students in grades 1 - 8 over the past two years, approximately 65% of students in math and 73% of students in reading are performing one or more years below grade level. **Root Cause 1:** We do not effectively use existing accountability systems to ensure the fidelity of district initiatives.





Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2018-2019.

Performance Objective 4: By June 2019, 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 3 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				
PBMAS 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				
PBMAS Critical Success Factors CSF 1 CSF 7 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				
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 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				

PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 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				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 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				
PBMAS Critical Success Factors CSF 3 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				
PBMAS Equity Plan Strategy Critical Success Factors CSF 3 CSF 7 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				
Critical Success Factors CSF 6 9) Assist campuses in implementing transition programs for students moving from one campus to another, ex. PK-K, 5-6, 8-9, and postsecondary		Associate Superintendent of Secondary Education Assistant Superintendent of Elementary Education	Students will be prepared to attend new campus and disruptions will decrease				
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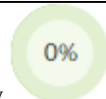

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2018-2019.

Performance Objective 5: By June 2019, 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 20%.

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

Summative Evaluation 5:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Engage in a Call for Quality Schools Process	2.4, 2.5, 2.6	Chief Innovation Officer Associate Superintendent of Secondary Assistant Superintendent of Elementary	increase in number of high quality seats				
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 2) Develop a School Performance Framework to manage school performance	2.6	Chief Innovation Officer Associate Superintendent of Secondary Assistant Superintendent of Elementary	definition of high quality schools				
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Goal 2: To attract and retain an outstanding workforce.

Performance Objective 1: By June 2019, the district will implement a targeted recruitment plan that will attract high-quality administrators, teachers, and support personnel.





Evaluation Data Source(s) 1: HR reports

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy Critical Success Factors CSF 7 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: School Processes & Programs 1, 2						
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 2) Implement district Grow Your 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 - 500000.00						
PBMAS Equity Plan Strategy Critical Success Factors CSF 7 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				

Equity Plan Strategy Critical Success Factors CSF 3 CSF 7 4) Provide stipends for bilingual teachers, Veteran teachers who agree to teach at an IR campus, training stipends to retain teachers.		Director of Federal Programs Executive Director of Human Resources	Increase in retention of highly effective teachers				
	Funding Sources: Title II, Part A - 112000.00						

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  = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: On third of Beaumont ISD teachers are uncertified or have less than two years of experience. Root Cause 1: Beaumont ISD have effective collaboration and communication with our uncertified and inexperienced teachers.
Problem Statement 2: None of BISD's low performing campuses are equitably staffed with qualified staff. Root Cause 2: Lack of implementing effective programs, practices and funds to develop and support teachers and staff in low performing schools for students social/emotional development.

Goal 2: To attract and retain an outstanding workforce.



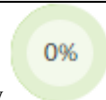

Performance Objective 2: The district will begin a systemic change during the 2018-2019 school year to retain highly-qualified administrators, teachers and support personnel.

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

Summative Evaluation 2:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy Critical Success Factors CSF 3 CSF 6 CSF 7 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						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Support provided to teachers to increase student engagement, classroom management, and use of effective instructional strategies using CHAMPS, PLCs, 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				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 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				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
PBMAS Critical Success Factors CSF 7 4) Strategic compensation for hard to fill positions	2.4	CFO Director of Federal Programs	stipends new personnel hired				

PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 6 CSF 7 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				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) Retain existing staff and continue to develop and grow them through New Teacher Mentoring program with an emphasis on targeting uncertified 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				
	Problem Statements: School Processes & Programs 1						
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 7) Implement Veteran Transfer Program to encourage experienced teachers to teach at IR campuses	2.4, 2.5, 2.6	Human Resources	more experienced teachers at IR campuses				
Critical Success Factors CSF 3 8) Develop principal clusters		Associate Superintendent of Secondary Assistant Superintendent of Elementary	Creation of tangible support network for principals				
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Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: According to STAR 360 Reading and Math screens of students in grades 1 - 8 over the past two years, approximately 65% of students in math and 73% of students in reading are performing one or more years below grade level. Root Cause 1: We do not effectively use existing accountability systems to ensure the fidelity of district initiatives.
School Processes & Programs

Problem Statement 1: On third of Beaumont ISD teachers are uncertified or have less than two years of experience. Root Cause 1: Beaumont ISD have effective collaboration and communication with our uncertified and inexperienced teachers.
Problem Statement 2: None of BISD's low performing campuses are equitably staffed with qualified staff. Root Cause 2: Lack of implementing effective programs, practices and funds to develop and support teachers and staff in low performing schools for students social/emotional development.

Goal 2: To attract and retain an outstanding workforce.

Performance Objective 3: The district will develop a robust, targeted written professional development plan.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 1) Develop a PD Advisory Board to affect systemic change in the current PD plan including the PD model and PD calendar for the 2018-2019 school year.		Director of Professional Development	Advisory Board created and planning begun.				
	Problem Statements: School Processes & Programs 1, 2						
Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) Develop meaningful, quality PD plan that strategically meets the needs of the district, including PD protocols	2.4, 2.5, 2.6	Director of Professional Development Curriculum Supervisors	Increased attendance in PD sessions; observable implementation of PD in classrooms.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 2						
Equity Plan Strategy Critical Success Factors CSF 3 CSF 7 3) Oversee the monitoring and enforce the attendance and participation of PD beginning with summer 2018.		Director of Professional Development Principals	Increased PD attendance; teacher and principal accountability.				
Equity Plan Strategy Critical Success Factors CSF 3 CSF 4 CSF 7 4) Embed Professional Development in the District calendar.		Director of Professional Development	Enhance the delivery of professional development				

Equity Plan Strategy Critical Success Factors CSF 4 CSF 6 CSF 7	2.4, 2.5, 2.6	Director of Professional Development	Reduction in discipline referrals				
	5) Provide culturally responsive professional development						
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7	2.5, 2.6	Director of Professional Development	Reduction in discipline referrals				
	6) Provide restorative discipline professional development.						
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7	2.4, 2.5, 2.6	Director of Professional Development	Improvement in writing scores				
	7) Provide writing professional development						
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7	2.4, 2.5, 2.6	Director of Professional Development	Improved student performance and growth				
	8) Launch Kagan program model implementation at elementary.						
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7	2.4, 2.5, 2.6	Supervisor of BE/ESL					
	9) Provide specfic, targeted professional development for BE and ESL programs.						
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Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: According to STAR 360 Reading and Math screens of students in grades 1 - 8 over the past two years, approximately 65% of students in math and 73% of students in reading are performing one or more years below grade level. Root Cause 1: We do not effectively use existing accountability systems to ensure the fidelity of district initiatives.
School Processes & Programs

Problem Statement 1: On third of Beaumont ISD teachers are uncertified or have less than two years of experience. Root Cause 1: Beaumont ISD have effective collaboration and communication with our uncertified and inexperienced teachers.
Problem Statement 2: None of BISD's low performing campuses are equitably staffed with qualified staff. Root Cause 2: Lack of implementing effective programs, practices and funds to develop and support teachers and staff in low performing schools for students social/emotional development.

Goal 3: To ensure safe and secure schools.

Performance Objective 1: By June 2018, 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 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				
Critical Success Factors CSF 6 2) 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) --â 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 Campus Counselors	Sign in sheets and agendas will document the training sessions; surveys and fewer incidents.				
PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 3) Assist campuses with implementation of CHAMPS and Foundations to support positive behavior intervention		Associate Superintendent Assistant Superintendent	reduction in discipline referrals				

PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 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				
PBMAS Critical Success Factors CSF 6 5) Provide 2 crisis counselors for the district	2.6	Associate Superintendent of Secondary Director of Counseling	reduction in discipline referrals				
	Funding Sources: Title IVA - 182000.00						
PBMAS Critical Success Factors CSF 6 6) Monitor social media activity to ensure the safety of students and staff.	2.6	Associate Superintendent of Secondary	proactive intervention				
	Funding Sources: Title IVA - 18500.00						
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Goal 4: To ensure student attendance and engagement.

Performance Objective 1: By June 2019, attendance rate will increase by 1%.

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

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Conduct home visits and phone calls for chronic absenteeism.		Counselors PEIMS Clerks Student Services team Parent Involvement Facilitators	Increased student attendance will occur.				
Critical Success Factors CSF 1 CSF 4 CSF 5 2) Support identified students with pregnancy related services		Director of Homebound Services/PRS Director of Counseling	Support will be provided to identified students.				
Critical Success Factors CSF 3 3) Ongoing training for PEIMS clerks to reduce errors and improve data quality		Director of Student Services	Training will be provided; fewer data errors				
Critical Success Factors CSF 3 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) Create and implement a city wide attendance campaign		BISD Communications Dept., Student Services	1% increase in district attendance, Increase community awareness through advertising				

PBMAS Critical Success Factors CSF 1 CSF 6 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				
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Goal 4: To ensure student attendance and engagement.

Performance Objective 2: By June 2019, 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:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Safe and Civil Schools, CHAMPS and Foundations implementation on all campuses.		Associate Superintendent Assistant Superintendent	Discipline referrals will reduce by 10%.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Ongoing training for teachers in behavior management of students		Senior Director of Special Education Director of Counseling	Training sessions will occur.				
PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 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, RtI/Intervention Assistance Team				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 4: To ensure student attendance and engagement.

Performance Objective 3: By June 2019, reduce dropout rate by 2%.

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

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Goal 4: To ensure student attendance and engagement.





Performance Objective 4: By June 2019, programs to promote well rounded education will be implemented.

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

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 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				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 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				

PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 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				
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 4) Conduct curriculum writing sessions to enhance all content areas	2.4, 2.5, 2.6	Executive Director of C&I	Improved student performance				
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 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				
PBMAS Critical Success Factors CSF 1 CSF 6 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				
Equity Plan Strategy 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							
Equity Plan Strategy 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							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 1: By June 2019, the district will increase the opportunities for campus-based engagement by 10%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 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, 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.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 Funding Sources: Title I, Part A - 25000.00						
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Parent Engagement Facilitator will coordinate campus based parent training to introduce content to be taught and provide instructional support resources every grading period.	2.4, 2.5, 2.6	Supervisor of Parent Involvement	Sign in sheets, increased parent involvement				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 Funding Sources: Title I, Part A - 50000.00						
Critical Success Factors CSF 1 CSF 5 CSF 6 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				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 4) Parent Engagement Facilitators 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				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3						

Critical Success Factors CSF 1 CSF 5 CSF 6	2.4, 2.5, 2.6	Executive Director of C & IDirector of Federal Programs	parents will have resources to help their children academically at home				
5) Provide instructional support resources and children's books to parents and their children	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3						
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6	2.4, 2.5, 2.6	Supervisor of Parent Involvement	parents will have resources and knowledge 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	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3						
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5	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	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 Funding Sources: Title I, Part A - 25000.00						
Critical Success Factors CSF 5 CSF 6	2.6	Director of Federal Programs	increased parent involvement				
8) Provide District Parent Engagement Supervisor to oversee implementation of district wide parent involvement program	Funding Sources: Title I, Part A - 68000.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 1: According to STAR 360 Reading and Math screens of students in grades 1 - 8 over the past two years, approximately 65% of students in math and 73% of students in reading are performing one or more years below grade level. Root Cause 1: We do not effectively use existing accountability systems to ensure the fidelity of district initiatives.
School Processes & Programs
Problem Statement 3: BISD student attendance has declined from 94.3% in 2015-2016 to 92% in 2017-2018 Root Cause 3: There is a lack of a comprehensive program coordinated to communicate for community and parent awareness of the importance of attendance.

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

Performance Objective 2: By June 2019, the district will increase volunteer participation by 10%.

Evaluation Data Source(s) 2: Opinions and concerns of stake holders will be sought.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) 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				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							





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

Performance Objective 3: By November 2019, the district will solicit participation of community members and potential partners in System of Great Schools through multiple activities.

Evaluation Data Source(s) 3: Record of participation from community members and potential partners

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 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				
Critical Success Factors CSF 5 2) Activate Listen and learn sessions in the community to determine community perceptions of what's 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				
Critical Success Factors CSF 5 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				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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
199.33.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$7,000.00
199.11.6117.49.801.24.000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$101,572.00
199.33.6117.51.699.24.275	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$9,625.00
199.11.6117.51.699.24.254	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$90,439.00
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
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
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
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Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abel, Brian B.	Assistant Principal	SCE	1.0
Barnes, Michael Tyrone	Teacher High School	SCE	1.0
Basha, Shellby Nicole	Computer Lab Aide	SCE	1.0
Berry, Bennie	Teacher High School	SCE	1.0
Berry, Marcia Althea	Teacher High School	SCE	1.0
Bowman, Jeremi Daniel	Teacher Middle School	SCE	1.0
Brown, Stephanie Lynn	Teacher High School	SCE	1.0
Chavis, Tara Gage	Assistant Principal	SCE	1.0
Dawson, Nicole Wilson	Clerk Receptionist	SCE	1.0
Derrick, James Paul	Teacher Middle School	SCE	1.0
Fontenot, June M.	Campus PEIMS Data Clerk	SCE	1.0
Garza, Roland Lee	Teacher High School	SCE	1.0
Gilder, Cecilia Young	Secretary Principal Middle	SCE	1.0
Hadnot, Kimberly K.	Priority Aide	SCE	1.0
Hall, Brian Edward	Teacher High School	SCE	1.0
Harper, Nicole M.	Teacher High School	SCE	1.0
Hayes, JZmene Rashada	Elementary ISS Aide	SCE	1.0
Holmes, Tammy D.	Nurse	SCE	.5
Jenkins, Erica Lynn	Teacher Elem School	SCE	.5
Johnson, Toni Dominique	Teacher Elem School	SCE	.5
Linden, Lonna D.	Teacher High School	SCE	1.0
Pham, Judy T.	Reading Coach	SCE	1.0
Prudhomme, Kela N.	Visiting Teacher	SCE	1.0
Richard, Donyale	Math Coach	SCE	1.0

Robinson, David L	Attendance Officer	SCE	1.0
Seastrunk, Shana B.	Math Coach	SCE	1.0
Senigal-Vaughn, Wilma	Counselor High School	SCE	1.0
Simmons, Waylon H.	Teacher Middle School	SCE	1.0
Wells, Wayne D.	Principal Middle School	SCE	1.0

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alberto Iglesias	Parent and Family Engagement Supervisor	Title IA	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

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	Shannon Allen	Associate Superintendent of Secondary
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	BE Instructional Specialist
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	Melissa Oliva	Supervisor BE/ESL
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	
District-level Professional	Piper Ayers	

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	Shannon Allen	Associate Superintendent 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
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

District Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		199	\$25,000.00
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			\$500,000.00
2	1	4			\$112,000.00
2	2	1		255.13.6219.	\$8,300.00
2	3	5			\$25,000.00
2	3	6			\$20,000.00
2	3	7			\$28,000.00
2	3	8			\$5,000.00
4	4	7	Kagan CL training and materials		\$0.00
4	4	8	Envision projects/ training for elementary GT students		\$0.00
Sub-Total					\$718,300.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$6,000.00
1	3	6		211.11.6399.00.862	\$7,500.00
1	3	7		211.11.6129.00.862	\$51,000.00
1	3	15			\$350,000.00
1	3	16			\$850,000.00
1	3	17			\$15,000.00
1	3	18			\$40,000.00

1	3	19			\$20,000.00
1	3	20			\$30,000.00
5	1	1		211.11.6399	\$25,000.00
5	1	2			\$50,000.00
5	1	7			\$25,000.00
5	1	8			\$68,000.00
Sub-Total					\$1,537,500.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$32,000.00
1	2	6			\$96,000.00
2	3	9			\$13,000.00
Sub-Total					\$141,000.00
Title IVA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$182,000.00
3	1	6			\$18,500.00
Sub-Total					\$200,500.00
Grand Total					\$2,622,300.00

Addendums

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. <i>Education Code 28.002(f); 19 TAC 74.1(b)</i>
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	<p>Before the adoption of a major curriculum initiative, including the use of a curriculum management system, the District must use a process that:</p> <ul style="list-style-type: none">1. Includes teacher input;2. Provides District employees with the opportunity to express opinions regarding the initiative; and3. 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. <p><i>Education Code 28.002(g)</i></p>
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. <i>Education Code 28.002(b-1), (b-3), (b-4)</i>

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 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.

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)*

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

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(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;

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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*

Student Eligibility Criteria 2016-2017

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, 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 school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent 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 the Public Education Information Management System (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 Protective and Regulatory 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 its 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.
14. A student is not considered an "at-risk" student if the student did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parent. (81st Legislature, House Bill 2703)



Office of Curriculum and Instruction

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Administration Annex
4315 Concord Rd.
Beaumont, TX 77703
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2018-2019 Title IA Budget

211.11.6112.00.045.30.000	045	2019	Salaries - Substitute Teachers	5,600.00
211.11.6112.91.008.30.000	008	2019	Salaries - Substitute Teachers	2,405.00
211.11.6117.00.008.30.301	008	2019	Extra Duty Pay - Teachers Campus	2,476.00
211.11.6117.00.699.24.000	830	2019	Extra Duty Pay - Teachers Campus	62,475.00
211.11.6119.00.008.30.000	008	2019	Salaries - Teachers & Oth Prof	53,983.00
211.11.6119.00.014.30.000	014	2019	Salaries - Teachers & Oth Prof	56,259.00
211.11.6119.00.042.30.000	042	2019	Salaries - Teachers & Oth Prof	56,601.00
211.11.6119.00.104.30.000	104	2019	Salaries - Teachers & Oth Prof	52,201.00
211.11.6119.00.125.30.000	125	2019	Salaries - Teachers & Oth Prof	102,478.00
211.11.6119.00.129.30.000	129	2019	Salaries - Teachers & Oth Prof	52,501.00
211.11.6119.00.131.30.000	131	2019	Salaries - Teachers & Oth Prof	65,001.00
211.11.6126.00.008.30.000	008	2019	Part Time Support Personnel	2,250.00
211.11.6129.00.014.30.000	014	2019	Salaries - Support Personnel	51,980.00
211.11.6129.00.104.30.000	104	2019	Salaries - Support Personnel	21,419.00
211.11.6129.00.110.30.000	110	2019	Salaries - Support Personnel	27,860.00
211.11.6129.00.125.30.000	125	2019	Salaries - Support Personnel	22,151.00
211.11.6129.00.127.30.000	127	2019	Salaries - Support Personnel	50,260.00
211.11.6129.00.128.30.000	128	2019	Salaries - Support Personnel	44,083.00
211.11.6129.00.129.30.000	129	2019	Salaries - Support Personnel	21,726.00
211.11.6129.00.130.30.000	130	2019	Salaries - Support Personnel	40,524.00
211.11.6129.00.131.30.000	131	2019	Salaries - Support Personnel	20,174.00
211.11.6137.00.008.30.000	008	2019	\$200 - Special Pay	1,000.00
211.11.6137.00.014.30.000	014	2019	\$200 - Special Pay	4,000.00
211.11.6137.00.042.30.000	042	2019	\$200 - Special Pay	1,000.00
211.11.6137.00.104.30.000	104	2019	\$200 - Special Pay	2,000.00
211.11.6137.00.110.30.000	110	2019	\$200 - Special Pay	1,000.00
211.11.6137.00.125.30.000	125	2019	\$200 - Special Pay	3,000.00
211.11.6137.00.127.30.000	127	2019	\$200 - Special Pay	2,000.00
211.11.6137.00.128.30.000	128	2019	\$200 - Special Pay	2,000.00
211.11.6137.00.129.30.000	129	2019	\$200 - Special Pay	2,000.00
211.11.6137.00.130.30.000	130	2019	\$200 - Special Pay	2,000.00
211.11.6137.00.131.30.000	131	2019	\$200 - Special Pay	2,000.00
211.11.6141.00.008.30.000	008	2019	Social Security/Medicare	798.00
211.11.6141.00.014.30.000	014	2019	Social Security/Medicare	1,630.00
211.11.6141.00.042.30.000	042	2019	Social Security/Medicare	836.00
211.11.6141.00.104.30.000	104	2019	Social Security/Medicare	1,098.00
211.11.6141.00.110.30.000	110	2019	Social Security/Medicare	419.00
211.11.6141.00.125.30.000	125	2019	Social Security/Medicare	1,853.00
211.11.6141.00.127.30.000	127	2019	Social Security/Medicare	759.00
211.11.6141.00.128.30.000	128	2019	Social Security/Medicare	670.00
211.11.6141.00.129.30.000	129	2019	Social Security/Medicare	1,107.00
211.11.6141.00.130.30.000	130	2019	Social Security/Medicare	618.00
211.11.6141.00.131.30.000	131	2019	Social Security/Medicare	323.00
211.11.6141.00.699.24.000	830	2019	Social Security/Medicare	12.00
211.11.6142.00.008.30.000	008	2019	Group Health & Life Insurance	5,520.00
211.11.6142.00.014.30.000	014	2019	Group Health & Life Insurance	16,560.00

211.11.6142.00.042.30.000	042	2019	Group Health & Life Insurance	5,520.00
211.11.6142.00.104.30.000	104	2019	Group Health & Life Insurance	11,040.00
211.11.6142.00.110.30.000	110	2019	Group Health & Life Insurance	5,520.00
211.11.6142.00.125.30.000	125	2019	Group Health & Life Insurance	16,560.00
211.11.6142.00.128.30.000	128	2019	Group Health & Life Insurance	11,040.00
211.11.6142.00.130.30.000	130	2019	Group Health & Life Insurance	11,040.00
211.11.6142.00.131.30.000	131	2019	Group Health & Life Insurance	5,520.00
211.11.6143.00.008.30.000	008	2019	Workers Compensation	198.00
211.11.6143.00.014.30.000	014	2019	Workers Compensation	396.00
211.11.6143.00.042.30.000	042	2019	Workers Compensation	207.00
211.11.6143.00.104.30.000	104	2019	Workers Compensation	269.00
211.11.6143.00.110.30.000	110	2019	Workers Compensation	102.00
211.11.6143.00.125.30.000	125	2019	Workers Compensation	455.00
211.11.6143.00.127.30.000	127	2019	Workers Compensation	184.00
211.11.6143.00.128.30.000	128	2019	Workers Compensation	161.00
211.11.6143.00.129.30.000	129	2019	Workers Compensation	271.00
211.11.6143.00.130.30.000	130	2019	Workers Compensation	148.00
211.11.6143.00.131.30.000	131	2019	Workers Compensation	311.00
211.11.6143.00.699.24.000	830	2019	Workers Compensation	4.00
211.11.6146.00.008.30.000	008	2019	Teacher Retirement/TRS Care	5,518.00
211.11.6146.00.014.30.000	014	2019	Teacher Retirement/TRS Care	11,161.00
211.11.6146.00.042.30.000	042	2019	Teacher Retirement/TRS Care	5,760.00
211.11.6146.00.104.30.000	104	2019	Teacher Retirement/TRS Care	7,511.00
211.11.6146.00.110.30.000	110	2019	Teacher Retirement/TRS Care	2,870.00
211.11.6146.00.125.30.000	125	2019	Teacher Retirement/TRS Care	12,617.00
211.11.6146.00.127.30.000	127	2019	Teacher Retirement/TRS Care	5,177.00
211.11.6146.00.128.30.000	128	2019	Teacher Retirement/TRS Care	4,541.00
211.11.6146.00.129.30.000	129	2019	Teacher Retirement/TRS Care	7,359.00
211.11.6146.00.130.30.000	130	2019	Teacher Retirement/TRS Care	4,174.00
211.11.6146.00.131.30.000	131	2019	Teacher Retirement/TRS Care	8,577.00
211.11.6146.00.699.24.000	830	2019	Teacher Retirement/TRS Care	76.00
211.13.6119.00.830.25.352	830	2019	Salaries - Teachers & Oth Prof	112,054.00
211.13.6137.00.830.25.352	830	2019	\$200 - Special Pay	2,000.00
211.13.6141.00.830.25.352	830	2019	Social Security/Medicare	1,655.00
211.13.6142.00.830.25.352	830	2019	Group Health & Life Insurance	5,520.00
211.13.6143.00.830.25.352	830	2019	Workers Compensation	409.00
211.13.6146.00.830.25.352	830	2019	Teacher Retirement/TRS Care	11,542.00
211.21.6119.00.008.30.000	008	2019	Salaries - Teachers & Oth Prof	52,047.00
211.21.6119.00.014.30.000	014	2019	Salaries - Teachers & Oth Prof	56,607.00
211.21.6119.00.042.30.000	042	2019	Salaries - Teachers & Oth Prof	52,018.00
211.21.6119.00.043.30.000	043	2019	Salaries - Teachers & Oth Prof	109,584.00
211.21.6119.00.045.30.000	045	2019	Salaries - Teachers & Oth Prof	50,823.00
211.21.6119.00.046.30.000	046	2019	Salaries - Teachers & Oth Prof	62,089.00
211.21.6119.00.047.30.000	047	2019	Salaries - Teachers & Oth Prof	59,003.00
211.21.6119.00.048.30.000	048	2019	Salaries - Teachers & Oth Prof	50,938.00
211.21.6119.00.101.30.000	101	2019	Salaries - Teachers & Oth Prof	50,883.00
211.21.6119.00.104.30.000	104	2019	Salaries - Teachers & Oth Prof	51,078.00

211.21.6119.00.110.30.000	110	2019	Salaries - Teachers & Oth Prof	50,939.00
211.21.6119.00.112.30.000	112	2019	Salaries - Teachers & Oth Prof	53,805.00
211.21.6119.00.118.30.000	118	2019	Salaries - Teachers & Oth Prof	57,611.00
211.21.6119.00.123.30.000	123	2019	Salaries - Teachers & Oth Prof	51,244.00
211.21.6119.00.125.30.000	125	2019	Salaries - Teachers & Oth Prof	71,576.00
211.21.6119.00.126.30.000	126	2019	Salaries - Teachers & Oth Prof	58,761.00
211.21.6119.00.127.30.000	127	2019	Salaries - Teachers & Oth Prof	59,003.00
211.21.6119.00.128.30.000	128	2019	Salaries - Teachers & Oth Prof	50,939.00
211.21.6119.00.129.30.000	129	2019	Salaries - Teachers & Oth Prof	57,611.00
211.21.6119.00.130.30.000	130	2019	Salaries - Teachers & Oth Prof	51,147.00
211.21.6119.00.131.30.000	131	2019	Salaries - Teachers & Oth Prof	51,147.00
211.21.6119.00.830.30.000	830	2019	Salaries - Teachers & Oth Prof	581,125.00
211.21.6137.00.008.30.000	008	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.014.30.000	014	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.042.30.000	042	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.043.30.000	043	2019	\$200 - Special Pay	2,000.00
211.21.6137.00.045.30.000	045	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.046.30.000	046	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.047.30.000	047	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.048.30.000	048	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.101.30.000	101	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.104.30.000	104	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.110.30.000	110	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.112.30.000	112	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.118.30.000	118	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.123.30.000	123	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.125.30.000	125	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.126.30.000	126	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.127.30.000	127	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.128.30.000	128	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.129.30.000	129	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.130.30.000	130	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.131.30.000	131	2019	\$200 - Special Pay	1,000.00
211.21.6137.00.830.30.000	830	2019	\$200 - Special Pay	8,000.00
211.21.6141.00.008.30.000	008	2019	Social Security/Medicare	770.00
211.21.6141.00.014.30.000	014	2019	Social Security/Medicare	836.00
211.21.6141.00.042.30.000	042	2019	Social Security/Medicare	770.00
211.21.6141.00.043.30.000	043	2019	Social Security/Medicare	1,618.00
211.21.6141.00.045.30.000	045	2019	Social Security/Medicare	752.00
211.21.6141.00.046.30.000	046	2019	Social Security/Medicare	916.00
211.21.6141.00.047.30.000	047	2019	Social Security/Medicare	871.00
211.21.6141.00.048.30.000	048	2019	Social Security/Medicare	754.00
211.21.6141.00.101.30.000	101	2019	Social Security/Medicare	753.00
211.21.6141.00.104.30.000	104	2019	Social Security/Medicare	756.00
211.21.6141.00.110.30.000	110	2019	Social Security/Medicare	754.00
211.21.6141.00.112.30.000	112	2019	Social Security/Medicare	796.00
211.21.6141.00.118.30.000	118	2019	Social Security/Medicare	851.00

211.21.6141.00.123.30.000	123	2019	Social Security/Medicare	759.00
211.21.6141.00.125.30.000	125	2019	Social Security/Medicare	1,053.00
211.21.6141.00.126.30.000	126	2019	Social Security/Medicare	868.00
211.21.6141.00.127.30.000	127	2019	Social Security/Medicare	871.00
211.21.6141.00.128.30.000	128	2019	Social Security/Medicare	754.00
211.21.6141.00.129.30.000	129	2019	Social Security/Medicare	851.00
211.21.6141.00.130.30.000	130	2019	Social Security/Medicare	757.00
211.21.6141.00.131.30.000	131	2019	Social Security/Medicare	757.00
211.21.6141.00.830.30.000	830	2019	Social Security/Medicare	7,412.00
211.21.6142.00.014.30.000	014	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.043.30.000	043	2019	Group Health & Life Insurance	11,040.00
211.21.6142.00.046.30.000	046	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.047.30.000	047	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.048.30.000	048	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.101.30.000	101	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.110.30.000	110	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.118.30.000	118	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.123.30.000	123	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.125.30.000	125	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.126.30.000	126	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.127.30.000	127	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.129.30.000	129	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.130.30.000	130	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.131.30.000	131	2019	Group Health & Life Insurance	5,520.00
211.21.6142.00.830.30.000	830	2019	Group Health & Life Insurance	44,160.00
211.21.6143.00.008.30.000	008	2019	Workers Compensation	190.00
211.21.6143.00.014.30.000	014	2019	Workers Compensation	207.00
211.21.6143.00.042.30.000	042	2019	Workers Compensation	190.00
211.21.6143.00.043.30.000	043	2019	Workers Compensation	400.00
211.21.6143.00.045.30.000	045	2019	Workers Compensation	186.00
211.21.6143.00.046.30.000	046	2019	Workers Compensation	227.00
211.21.6143.00.047.30.000	047	2019	Workers Compensation	216.00
211.21.6143.00.048.30.000	048	2019	Workers Compensation	186.00
211.21.6143.00.101.30.000	101	2019	Workers Compensation	186.00
211.21.6143.00.104.30.000	104	2019	Workers Compensation	187.00
211.21.6143.00.110.30.000	110	2019	Workers Compensation	186.00
211.21.6143.00.112.30.000	112	2019	Workers Compensation	197.00
211.21.6143.00.118.30.000	118	2019	Workers Compensation	211.00
211.21.6143.00.123.30.000	123	2019	Workers Compensation	188.00
211.21.6143.00.125.30.000	125	2019	Workers Compensation	262.00
211.21.6143.00.126.30.000	126	2019	Workers Compensation	215.00
211.21.6143.00.127.30.000	127	2019	Workers Compensation	216.00
211.21.6143.00.128.30.000	128	2019	Workers Compensation	186.00
211.21.6143.00.129.30.000	129	2019	Workers Compensation	211.00
211.21.6143.00.130.30.000	130	2019	Workers Compensation	187.00
211.21.6143.00.131.30.000	131	2019	Workers Compensation	187.00
211.21.6143.00.830.30.000	830	2019	Workers Compensation	2,122.00

211.21.6146.00.008.30.000	008	2019	Teacher Retirement/TRS Care	5,092.00
211.21.6146.00.014.30.000	014	2019	Teacher Retirement/TRS Care	5,750.00
211.21.6146.00.042.30.000	042	2019	Teacher Retirement/TRS Care	5,336.00
211.21.6146.00.043.30.000	043	2019	Teacher Retirement/TRS Care	11,133.00
211.21.6146.00.045.30.000	045	2019	Teacher Retirement/TRS Care	5,089.00
211.21.6146.00.046.30.000	046	2019	Teacher Retirement/TRS Care	6,242.00
211.21.6146.00.047.30.000	047	2019	Teacher Retirement/TRS Care	5,971.00
211.21.6146.00.048.30.000	048	2019	Teacher Retirement/TRS Care	4,984.00
211.21.6146.00.101.30.000	101	2019	Teacher Retirement/TRS Care	5,189.00
211.21.6146.00.104.30.000	104	2019	Teacher Retirement/TRS Care	5,129.00
211.21.6146.00.110.30.000	110	2019	Teacher Retirement/TRS Care	5,180.00
211.21.6146.00.112.30.000	112	2019	Teacher Retirement/TRS Care	5,110.00
211.21.6146.00.118.30.000	118	2019	Teacher Retirement/TRS Care	5,852.00
211.21.6146.00.123.30.000	123	2019	Teacher Retirement/TRS Care	5,144.00
211.21.6146.00.125.30.000	125	2019	Teacher Retirement/TRS Care	7,077.00
211.21.6146.00.126.30.000	126	2019	Teacher Retirement/TRS Care	5,950.00
211.21.6146.00.127.30.000	127	2019	Teacher Retirement/TRS Care	5,971.00
211.21.6146.00.128.30.000	128	2019	Teacher Retirement/TRS Care	5,166.00
211.21.6146.00.129.30.000	129	2019	Teacher Retirement/TRS Care	5,852.00
211.21.6146.00.130.30.000	130	2019	Teacher Retirement/TRS Care	5,184.00
211.21.6146.00.131.30.000	131	2019	Teacher Retirement/TRS Care	5,184.00
211.21.6146.00.830.30.000	830	2019	Teacher Retirement/TRS Care	57,807.00
211.61.6117.00.830.24.290	830	2019	Extra Duty Pay - Teachers Campus	1,025.00
211.61.6119.00.830.30.290	830	2019	Salaries - Teachers & Oth Prof	60,417.00
211.61.6126.00.865.24.000	865	2019	Part Time Support Personnel	22,600.00
211.61.6126.00.866.24.000	866	2019	Part Time Support Personnel	22,600.00
211.61.6126.00.867.24.000	867	2019	Part Time Support Personnel	0.00
211.61.6129.00.008.30.290	008	2019	Salaries - Support Personnel	4,117.00
211.61.6129.00.013.30.290	013	2019	Salaries - Support Personnel	4,117.00
211.61.6129.00.014.30.290	014	2019	Salaries - Support Personnel	7,225.00
211.61.6129.00.042.30.290	042	2019	Salaries - Support Personnel	4,117.00
211.61.6129.00.043.30.290	043	2019	Salaries - Support Personnel	7,225.00
211.61.6129.00.045.30.290	045	2019	Salaries - Support Personnel	7,225.00
211.61.6129.00.046.30.290	046	2019	Salaries - Support Personnel	4,117.00
211.61.6129.00.047.30.290	047	2019	Salaries - Support Personnel	7,225.00
211.61.6129.00.048.30.290	048	2019	Salaries - Support Personnel	4,117.00
211.61.6129.00.101.30.290	101	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.104.30.290	104	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.105.30.290	105	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.110.30.290	110	2019	Salaries - Support Personnel	985.00
211.61.6129.00.112.30.290	112	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.118.30.290	118	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.123.30.290	123	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.125.30.290	125	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.126.30.290	126	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.127.30.290	127	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.128.30.290	128	2019	Salaries - Support Personnel	5,146.00

211.61.6129.00.129.30.290	129	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.130.30.290	130	2019	Salaries - Support Personnel	9,308.00
211.61.6129.00.131.30.290	131	2019	Salaries - Support Personnel	5,146.00
211.61.6129.00.133.30.290	133	2019	Salaries - Support Personnel	10,292.00
211.61.6137.00.008.30.290	008	2019	\$200 - Special Pay	250.00
211.61.6137.00.013.30.290	013	2019	\$200 - Special Pay	250.00
211.61.6137.00.014.30.290	014	2019	\$200 - Special Pay	250.00
211.61.6137.00.042.30.290	042	2019	\$200 - Special Pay	250.00
211.61.6137.00.043.30.290	043	2019	\$200 - Special Pay	250.00
211.61.6137.00.045.30.290	045	2019	\$200 - Special Pay	250.00
211.61.6137.00.046.30.290	046	2019	\$200 - Special Pay	250.00
211.61.6137.00.047.30.290	047	2019	\$200 - Special Pay	250.00
211.61.6137.00.048.30.290	048	2019	\$200 - Special Pay	1,000.00
211.61.6137.00.101.30.290	101	2019	\$200 - Special Pay	200.00
211.61.6137.00.104.30.290	104	2019	\$200 - Special Pay	200.00
211.61.6137.00.105.30.290	105	2019	\$200 - Special Pay	250.00
211.61.6137.00.110.30.290	110	2019	\$200 - Special Pay	200.00
211.61.6137.00.112.30.290	112	2019	\$200 - Special Pay	250.00
211.61.6137.00.118.30.290	118	2019	\$200 - Special Pay	250.00
211.61.6137.00.123.30.290	123	2019	\$200 - Special Pay	250.00
211.61.6137.00.125.30.290	125	2019	\$200 - Special Pay	250.00
211.61.6137.00.126.30.290	126	2019	\$200 - Special Pay	250.00
211.61.6137.00.127.30.290	127	2019	\$200 - Special Pay	200.00
211.61.6137.00.128.30.290	128	2019	\$200 - Special Pay	250.00
211.61.6137.00.129.30.290	129	2019	\$200 - Special Pay	250.00
211.61.6137.00.130.30.290	130	2019	\$200 - Special Pay	450.00
211.61.6137.00.131.30.290	131	2019	\$200 - Special Pay	250.00
211.61.6137.00.133.30.290	133	2019	\$200 - Special Pay	500.00
211.61.6137.00.830.30.290	830	2019	\$200 - Special Pay	1,000.00
211.61.6141.00.008.30.290	008	2019	Social Security/Medicare	64.00
211.61.6141.00.013.30.290	013	2019	Social Security/Medicare	64.00
211.61.6141.00.014.30.290	014	2019	Social Security/Medicare	109.00
211.61.6141.00.042.30.290	042	2019	Social Security/Medicare	64.00
211.61.6141.00.043.30.290	043	2019	Social Security/Medicare	109.00
211.61.6141.00.045.30.290	045	2019	Social Security/Medicare	109.00
211.61.6141.00.046.30.290	046	2019	Social Security/Medicare	64.00
211.61.6141.00.047.30.290	047	2019	Social Security/Medicare	109.00
211.61.6141.00.048.30.290	048	2019	Social Security/Medicare	75.00
211.61.6141.00.101.30.290	101	2019	Social Security/Medicare	78.00
211.61.6141.00.104.30.290	104	2019	Social Security/Medicare	78.00
211.61.6141.00.105.30.290	105	2019	Social Security/Medicare	79.00
211.61.6141.00.110.30.290	110	2019	Social Security/Medicare	3.00
211.61.6141.00.112.30.290	112	2019	Social Security/Medicare	79.00
211.61.6141.00.118.30.290	118	2019	Social Security/Medicare	79.00
211.61.6141.00.123.30.290	123	2019	Social Security/Medicare	79.00
211.61.6141.00.125.30.290	125	2019	Social Security/Medicare	79.00
211.61.6141.00.126.30.290	126	2019	Social Security/Medicare	79.00

211.61.6141.00.127.30.290	127	2019	Social Security/Medicare	78.00
211.61.6141.00.128.30.290	128	2019	Social Security/Medicare	79.00
211.61.6141.00.129.30.290	129	2019	Social Security/Medicare	79.00
211.61.6141.00.130.30.290	130	2019	Social Security/Medicare	157.00
211.61.6141.00.131.30.290	131	2019	Social Security/Medicare	79.00
211.61.6141.00.133.30.290	133	2019	Social Security/Medicare	158.00
211.61.6141.00.830.30.290	830	2019	Social Security/Medicare	892.00
211.61.6141.00.865.24.000	865	2019	Social Security/Medicare	330.00
211.61.6141.00.866.24.000	866	2019	Social Security/Medicare	330.00
211.61.6141.00.867.24.000	867	2019	Social Security/Medicare	0.00
211.61.6142.00.008.30.290	008	2019	Group Health & Life Insurance	1,104.00
211.61.6142.00.013.30.290	013	2019	Group Health & Life Insurance	1,104.00
211.61.6142.00.014.30.290	014	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.042.30.290	042	2019	Group Health & Life Insurance	1,104.00
211.61.6142.00.043.30.290	043	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.045.30.290	045	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.046.30.290	046	2019	Group Health & Life Insurance	1,104.00
211.61.6142.00.047.30.290	047	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.048.30.290	048	2019	Group Health & Life Insurance	1,104.00
211.61.6142.00.101.30.290	101	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.104.30.290	104	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.105.30.290	105	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.112.30.290	112	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.118.30.290	118	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.123.30.290	123	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.125.30.290	125	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.127.30.290	127	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.130.30.290	130	2019	Group Health & Life Insurance	2,760.00
211.61.6142.00.131.30.290	131	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.133.30.290	133	2019	Group Health & Life Insurance	1,380.00
211.61.6142.00.830.30.290	830	2019	Group Health & Life Insurance	5,520.00
211.61.6143.00.008.30.290	008	2019	Workers Compensation	16.00
211.61.6143.00.013.30.290	013	2019	Workers Compensation	16.00
211.61.6143.00.014.30.290	014	2019	Workers Compensation	27.00
211.61.6143.00.042.30.290	042	2019	Workers Compensation	16.00
211.61.6143.00.043.30.290	043	2019	Workers Compensation	27.00
211.61.6143.00.045.30.290	045	2019	Workers Compensation	27.00
211.61.6143.00.046.30.290	046	2019	Workers Compensation	16.00
211.61.6143.00.047.30.290	047	2019	Workers Compensation	27.00
211.61.6143.00.048.30.290	048	2019	Workers Compensation	16.00
211.61.6143.00.101.30.290	101	2019	Workers Compensation	19.00
211.61.6143.00.104.30.290	104	2019	Workers Compensation	19.00
211.61.6143.00.105.30.290	105	2019	Workers Compensation	19.00
211.61.6143.00.112.30.290	112	2019	Workers Compensation	19.00
211.61.6143.00.118.30.290	118	2019	Workers Compensation	19.00
211.61.6143.00.123.30.290	123	2019	Workers Compensation	19.00
211.61.6143.00.125.30.290	125	2019	Workers Compensation	19.00

211.61.6143.00.126.30.290	126	2019	Workers Compensation	19.00
211.61.6143.00.127.30.290	127	2019	Workers Compensation	19.00
211.61.6143.00.128.30.290	128	2019	Workers Compensation	19.00
211.61.6143.00.129.30.290	129	2019	Workers Compensation	19.00
211.61.6143.00.130.30.290	130	2019	Workers Compensation	38.00
211.61.6143.00.131.30.290	131	2019	Workers Compensation	19.00
211.61.6143.00.133.30.290	133	2019	Workers Compensation	38.00
211.61.6143.00.830.30.290	830	2019	Workers Compensation	221.00
211.61.6143.00.865.24.000	865	2019	Workers Compensation	85.00
211.61.6143.00.866.24.000	866	2019	Workers Compensation	85.00
211.61.6143.00.867.24.000	867	2019	Workers Compensation	0.00
211.61.6145.00.865.24.000	865	2019	Unemployment Compensation	0.00
211.61.6145.00.866.24.000	866	2019	Unemployment Compensation	0.00
211.61.6145.00.867.24.000	867	2019	Unemployment Compensation	0.00
211.61.6146.00.008.30.290	008	2019	Teacher Retirement/TRS Care	425.00
211.61.6146.00.013.30.290	013	2019	Teacher Retirement/TRS Care	425.00
211.61.6146.00.014.30.290	014	2019	Teacher Retirement/TRS Care	745.00
211.61.6146.00.042.30.290	042	2019	Teacher Retirement/TRS Care	425.00
211.61.6146.00.043.30.290	043	2019	Teacher Retirement/TRS Care	745.00
211.61.6146.00.045.30.290	045	2019	Teacher Retirement/TRS Care	745.00
211.61.6146.00.046.30.290	046	2019	Teacher Retirement/TRS Care	425.00
211.61.6146.00.047.30.290	047	2019	Teacher Retirement/TRS Care	745.00
211.61.6146.00.048.30.290	048	2019	Teacher Retirement/TRS Care	425.00
211.61.6146.00.101.30.290	101	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.104.30.290	104	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.105.30.290	105	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.112.30.290	112	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.118.30.290	118	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.123.30.290	123	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.125.30.290	125	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.126.30.290	126	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.127.30.290	127	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.128.30.290	128	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.129.30.290	129	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.130.30.290	130	2019	Teacher Retirement/TRS Care	1,061.00
211.61.6146.00.131.30.290	131	2019	Teacher Retirement/TRS Care	531.00
211.61.6146.00.133.30.290	133	2019	Teacher Retirement/TRS Care	1,061.00
211.61.6146.00.830.30.290	830	2019	Teacher Retirement/TRS Care	6,056.00
				3,613,453.00
211.11.6219.00.008.30.000	008	2019	Professional Services	39,200.00
211.11.6219.00.014.30.000	014	2019	Professional Services	30,000.00
211.11.6219.00.042.30.000	042	2019	Professional Services	0.00
211.11.6219.00.043.30.000	043	2019	Professional Services	0.00
211.11.6219.00.045.30.000	045	2019	Professional Services	13,000.00
211.11.6219.00.047.30.000	047	2019	Professional Services	0.00
211.11.6219.00.048.30.000	048	2019	Professional Services	0.00

211.11.6219.00.127.30.000	127	2019	Professional Services	0.00
211.11.6219.00.128.30.000	128	2019	Professional Services	0.00
211.11.6219.00.131.30.000	131	2019	Professional Services	0.00
211.11.6219.00.830.24.000	830	2019	Professional Services	0.00
211.11.6219.00.830.32.000	830	2019	Professional Services	0.00
211.11.6269.00.014.30.860	014	2019	Rentals - Operating Leases	6,025.00
211.11.6269.00.042.30.862	042	2019	Rentals - Operating Leases	4,500.00
211.11.6269.00.043.30.862	043	2019	Rentals - Operating Leases	3,225.00
211.11.6269.00.045.30.862	045	2019	Rentals - Operating Leases	4,300.00
211.11.6269.00.047.30.862	047	2019	Rentals - Operating Leases	6,875.00
211.11.6269.00.048.30.862	048	2019	Rentals - Operating Leases	4,575.00
211.11.6269.00.101.30.863	101	2019	Rentals - Operating Leases	5,150.00
211.11.6269.00.104.30.863	104	2019	Rentals - Operating Leases	8,750.00
211.11.6269.00.110.30.863	110	2019	Rentals - Operating Leases	6,750.00
211.11.6269.00.112.30.863	112	2019	Rentals - Operating Leases	4,950.00
211.11.6269.00.123.30.863	123	2019	Rentals - Operating Leases	6,900.00
211.11.6269.00.125.30.862	125	2019	Rentals - Operating Leases	6,300.00
211.11.6269.00.127.30.863	127	2019	Rentals - Operating Leases	6,300.00
211.11.6269.00.128.30.863	128	2019	Rentals - Operating Leases	12,800.00
211.11.6269.00.129.30.863	129	2019	Rentals - Operating Leases	10,050.00
211.11.6269.00.130.30.863	130	2019	Rentals - Operating Leases	9,150.00
211.11.6269.00.131.30.863	131	2019	Rentals - Operating Leases	9,600.00
211.13.6219.00.042.30.000	042	2019	Professional Services	0.00
211.13.6219.00.045.30.000	045	2019	Professional Services	0.00
211.13.6219.00.125.30.000	125	2019	Professional Services	0.00
211.13.6219.00.131.30.000	131	2019	Professional Services	0.00
211.13.6219.00.830.24.317	830	2019	Professional Services	0.00
211.13.6219.00.830.30.000	830	2019	Professional Services	0.00
211.61.6219.00.860.24.000	860	2019	Professional Services	1,600.00
211.61.6219.00.862.24.290	862	2019	Professional Services	0.00
				200,000.00

211.11.6329.00.013.30.000	013	2019	Reading Materials	0.00
211.11.6329.00.042.30.000	042	2019	Reading Materials	0.00
211.11.6329.00.043.30.000	043	2019	Reading Materials	0.00
211.11.6329.00.045.30.000	045	2019	Reading Materials	0.00
211.11.6329.00.047.30.000	047	2019	Reading Materials	8,978.00
211.11.6329.00.048.30.000	048	2019	Reading Materials	0.00
211.11.6329.00.101.30.000	101	2019	Reading Materials	0.00
211.11.6329.00.104.30.000	104	2019	Reading Materials	0.00
211.11.6329.00.105.30.000	105	2019	Reading Materials	0.00
211.11.6329.00.110.30.000	110	2019	Reading Materials	0.00
211.11.6329.00.112.30.000	112	2019	Reading Materials	0.00
211.11.6329.00.118.30.000	118	2019	Reading Materials	0.00
211.11.6329.00.123.30.000	123	2019	Reading Materials	0.00
211.11.6329.00.125.30.000	125	2019	Reading Materials	0.00

211.11.6329.00.126.30.000	126	2019	Reading Materials	0.00
211.11.6329.00.127.30.000	127	2019	Reading Materials	0.00
211.11.6329.00.128.30.000	128	2019	Reading Materials	0.00
211.11.6329.00.129.30.000	129	2019	Reading Materials	0.00
211.11.6329.00.130.30.000	130	2019	Reading Materials	0.00
211.11.6329.00.133.30.000	133	2019	Reading Materials	20,090.00
211.11.6395.00.008.30.000	008	2019	Supplies FA (Unit Cost \$500-\$4,999)	137,431.00
211.11.6395.00.014.30.000	014	2019	Supplies FA (Unit Cost \$500-\$4,999)	125,000.00
211.11.6395.00.042.30.000	042	2019	Supplies FA (Unit Cost \$500-\$4,999)	20,000.00
211.11.6395.00.043.30.000	043	2019	Supplies FA (Unit Cost \$500-\$4,999)	25,008.00
211.11.6395.00.045.30.000	045	2019	Supplies FA (Unit Cost \$500-\$4,999)	9,400.00
211.11.6395.00.046.30.000	046	2019	Supplies FA (Unit Cost \$500-\$4,999)	17,350.00
211.11.6395.00.047.30.000	047	2019	Supplies FA (Unit Cost \$500-\$4,999)	35,475.00
211.11.6395.00.048.30.000	048	2019	Supplies FA (Unit Cost \$500-\$4,999)	16,212.00
211.11.6395.00.101.30.000	101	2019	Supplies FA (Unit Cost \$500-\$4,999)	70,000.00
211.11.6395.00.105.30.000	105	2019	Supplies FA (Unit Cost \$500-\$4,999)	30,000.00
211.11.6395.00.110.30.000	110	2019	Supplies FA (Unit Cost \$500-\$4,999)	19,521.00
211.11.6395.00.112.30.000	112	2019	Supplies FA (Unit Cost \$500-\$4,999)	21,777.00
211.11.6395.00.118.30.000	118	2019	Supplies FA (Unit Cost \$500-\$4,999)	0.00
211.11.6395.00.123.30.000	123	2019	Supplies FA (Unit Cost \$500-\$4,999)	50,000.00
211.11.6395.00.125.30.000	125	2019	Supplies FA (Unit Cost \$500-\$4,999)	48,890.00
211.11.6395.00.126.30.000	126	2019	Supplies FA (Unit Cost \$500-\$4,999)	22,736.00
211.11.6395.00.127.30.000	127	2019	Supplies FA (Unit Cost \$500-\$4,999)	0.00
211.11.6395.00.128.30.000	128	2019	Supplies FA (Unit Cost \$500-\$4,999)	27,855.00
211.11.6395.00.129.30.000	129	2019	Supplies FA (Unit Cost \$500-\$4,999)	0.00
211.11.6395.00.130.30.000	130	2019	Fixed Assets- Assets Requiring Asset Ta	18,750.00
211.11.6395.00.133.30.000	133	2019	Supplies FA (Unit Cost \$500-\$4,999)	30,000.00
211.11.6395.00.830.30.SUP	830	2019	Supplies FA (Unit Cost \$500-\$4,999)	40,000.00
211.11.6399.00.008.30.000	008	2019	General Supplies	46,506.00
211.11.6399.00.008.30.290	008	2019	General Supplies (Par Engagem)	5,000.00
211.11.6399.00.008.30.SUP	008	2019	General Supplies	64,300.00
211.11.6399.00.013.30.000	013	2019	General Supplies	16,497.00
211.11.6399.00.013.30.290	013	2019	General Supplies (Par Engagem)	2,000.00
211.11.6399.00.013.30.SUP	013	2019	General Supplies	9,525.00
211.11.6399.00.014.30.000	014	2019	General Supplies	114,661.00
211.11.6399.00.014.30.290	014	2019	General Supplies (Par Engagem)	5,000.00
211.11.6399.00.014.30.SUP	014	2019	General Supplies	87,500.00
211.11.6399.00.042.30.000	042	2019	General Supplies	23,500.00
211.11.6399.00.042.30.290	042	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.042.30.SUP	042	2019	General Supplies	72,750.00
211.11.6399.00.043.30.000	043	2019	General Supplies	33,080.00
211.11.6399.00.043.30.290	043	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.043.30.SUP	043	2019	General Supplies	84,700.00
211.11.6399.00.045.30.000	045	2019	General Supplies	5,000.00
211.11.6399.00.045.30.290	045	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.045.30.SUP	045	2019	General Supplies	66,225.00
211.11.6399.00.046.30.000	046	2019	General Supplies	27,267.00

211.11.6399.00.046.30.290	046	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.046.30.SUP	046	2019	General Supplies	50,775.00
211.11.6399.00.047.30.000	047	2019	General Supplies	40,107.00
211.11.6399.00.047.30.290	047	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.047.30.SUP	047	2019	General Supplies	56,650.00
211.11.6399.00.048.30.000	048	2019	General Supplies	22,966.00
211.11.6399.00.048.30.290	048	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.048.30.SUP	048	2019	General Supplies	53,500.00
211.11.6399.00.101.30.000	101	2019	General Supplies	36,140.00
211.11.6399.00.101.30.290	101	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.101.30.SUP	101	2019	General Supplies	34,475.00
211.11.6399.00.104.30.000	104	2019	General Supplies	11,500.00
211.11.6399.00.104.30.290	104	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.104.30.SUP	104	2019	General Supplies	35,000.00
211.11.6399.00.105.30.000	105	2019	General Supplies	13,063.00
211.11.6399.00.105.30.290	105	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.105.30.SUP	105	2019	General Supplies	25,975.00
211.11.6399.00.110.30.000	110	2019	General Supplies	12,512.00
211.11.6399.00.110.30.290	110	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.110.30.SUP	110	2019	General Supplies	28,725.00
211.11.6399.00.112.30.000	112	2019	General Supplies	10,037.00
211.11.6399.00.112.30.290	112	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.112.30.SUP	112	2019	General Supplies	29,825.00
211.11.6399.00.118.30.000	118	2019	General Supplies	5,446.00
211.11.6399.00.118.30.290	118	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.118.30.SUP	118	2019	General Supplies	28,850.00
211.11.6399.00.123.30.000	123	2019	General Supplies	59,876.00
211.11.6399.00.123.30.SUP	123	2019	General Supplies	36,125.00
211.11.6399.00.125.30.000	125	2019	General Supplies	24,491.00
211.11.6399.00.125.30.290	125	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.125.30.SUP	125	2019	General Supplies	42,700.00
211.11.6399.00.126.30.000	126	2019	General Supplies	12,310.00
211.11.6399.00.126.30.290	126	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.126.30.SUP	126	2019	General Supplies	28,775.00
211.11.6399.00.127.30.000	127	2019	General Supplies	32,776.00
211.11.6399.00.127.30.290	127	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.127.30.SUP	127	2019	General Supplies	34,325.00
211.11.6399.00.128.30.000	128	2019	General Supplies	28,377.00
211.11.6399.00.128.30.290	128	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.128.30.SUP	128	2019	General Supplies	31,125.00
211.11.6399.00.129.30.000	129	2019	General Supplies	31,097.00
211.11.6399.00.129.30.290	129	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.129.30.SUP	129	2019	General Supplies	38,800.00
211.11.6399.00.130.30.000	130	2019	General Supplies	23,700.00
211.11.6399.00.130.30.290	130	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.130.30.SUP	130	2019	General Supplies	31,425.00
211.11.6399.00.131.30.000	131	2019	General Supplies	44,000.00

211.11.6399.00.131.30.290	131	2019	General Supplies (Par Engagem)	3,000.00
211.11.6399.00.123.30.290	131	2019	General Supplies (Par Engagem)	2,500.00
211.11.6399.00.131.30.SUP	131	2019	General Supplies	36,325.00
211.11.6399.00.133.30.000	133	2019	General Supplies	31,391.00
211.11.6399.00.133.30.SUP	133	2019	General Supplies	6,300.00
211.11.6399.00.830.24.000	830	2019	General Supplies	61,773.00
211.11.6399.00.830.24.330	830	2019	General Supplies Homeless	20,000.00
211.11.6399.00.830.30.SUP	830	2019	General Supplies	10,000.00
211.11.6399.00.830.32.000	830		General Supplies	36,000.00
211.21.6399.00.830.24.000	830	2019	General Supplies	20,000.00
211.61.6395.00.862.24.000	862	2019	Supplies FA (Unit Cost \$500-\$4,999)	20,000.00
211.61.6395.00.868.24.000	868	2019	Supplies FA (Unit Cost \$500-\$4,999)	12,000.00
211.61.6399.00.860.24.000	860	2019	General Supplies	20,330.00
211.61.6399.00.865.24.000	865	2019	General Supplies	8,515.00
211.61.6399.00.865.24.290	865	2019	General Supplies	320.00
211.61.6399.00.866.24.000	866	2019	General Supplies	23,960.00
211.61.6399.00.866.24.290	866	2019	General Supplies	475.00
211.61.6399.00.867.24.000	867	2019	General Supplies	18,018.00
211.61.6399.00.867.24.290	867	2019	General Supplies	182.00
211.61.6399.00.868.24.000	868	2019	General Supplies	6,661.00
211.61.6399.00.868.24.290	868	2019	General Supplies	189.00
211.61.6395.00.830.24.290	830	2019	Supplies FA (Unit Cost \$500-\$4,999)	2,500.00
211.61.6399.00.830.24.290	830	2019	General Supplies	60,500.00
211.11.6399.00.830.24.317	830	2019	General Supplies	16,629.00
				2,925,000.00

211.11.6411.00.014.30.000	014	2019	Travel & Subsistence - Employees	20,000.00
211.11.6494.00.127.30.000	127	2019	Reclassified Transportation Expend	2,400.00
211.11.6494.00.830.24.000	830	2019	Foster Care Transportation	7,000.00
211.13.6411.00.133.30.000	133	2019	Travel & Subsistence - Employees	7,750.00
211.13.6411.00.830.24.000	830	2019	Travel & Subsistence - Employees	4,100.00
211.21.6411.00.830.24.000	830	2019	Travel & Subsistence - Employees	0.00
211.61.6419.00.860.24.000	860	2019	Travel & Subsistence - Non Employee	8,070.00
211.11.6494.00.830.24.290	830	2019	Reclassified Transportation Expend	1,500.00
211.11.6494.00.125.30.000	125	2019	Transportation 21st	7,500.00
211.11.6494.00.127.30.000	125	2019	Transportation 21st	7,500.00
211.11.6494.00.128.30.000	125	2019	Transportation 21st	7,500.00
211.11.6494.00.129.30.000	125	2019	Transportation 21st	7,500.00
211.11.6494.00.130.30.000	125	2019	Transportation 21st	7,500.00
211.61.6411.00.830.24.290	830	2019	Travel & Subsistence - Employees	12,000.00
211.11.6411.00.830.32.000	830	2019	Travel & Subsistence - Employees	1,409.00
211.21.6411.00.830.24.000	830	2019	Travel & Subsistence - Employees	3,771.00
211.11.6494.00.830.25.000	830	2019	Reclassified Transportation Expend	1,500.00
				107,000.00

6,845,453.00

Dr. John Frossard
Superintendent
Beaumont ISD
3395 Harrison Ave
Beaumont, TX 77706



Dear Superintendent:

Thank you for selecting Region 5 as your fiscal agent for the Title I, Part C Migrant Program. School districts who have identified migrant students 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.

I have confirmed that you have selected Region 5 as your fiscal agent for 2018-2019 Title I, Part C Migrant in eGrants. The Region 5 Migrant Program will complete and submit the application to TEA for the Migrant Program on your behalf. Enclosed you will find a 2-page Shared Service Agreement for 2018-2019 school year. Please review, sign and return in the envelope provided.

You will also find the 2018-2019 Priority for Service (PFS) Action Plan and the ID&R Plan for your district. The attached plans are *required and must* be included in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS/ID&R Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups. Please review the two plans. The PFS action plan will require a signature and can be returned to the ESC in the envelope provided.

Please sign and return the SSA Agreement and PFS Action Plan to:

Region 5 ESC
350 Pine St. #500
Beaumont, TX 77701
Attn: Brenda Thompson, Migrant Program

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

Sincerely yours,



Brenda Thompson
Migrant Program

Title I, Part C Migrant Education Program SSA 2018-2019

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 2018-2019 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: *\$4,298*

Contract Term: *July 1, 2018 to August 30, 2019*

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.

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

Region 5 ESC
Migrant Specialist

Date

Date

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), 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. [§1304 [20 U.S.C. 6394](d)].

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:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

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
Region: 05

Priority for Service (PFS) Action Plan

Filled Out By: Brenda Thompson
Date: 8/01/2018

School Year: 2018 - 2019

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).

Goal(s): To give priority to migratory children who have made a qualifying move within the previous 1-year period <u>and</u> 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.	Objective(s): 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		
Monitor the progress of MEP students who are on PFS.	Timeline	Person(s) Responsible
<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. 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. 	Aug.-Sept. 2018	ESC MEP Staff
	August 2018	ESC MEP Staff
		NGS Priority for Service Report
		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			
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. 2018 – June 2019	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. 2018 – June 2019	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. 2018 – June 2019	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. 2018 – June 2019	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. 2018 – June 2019	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 2018 – Aug 2019	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

ID&R PLAN TEMPLATE

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS			
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. 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. Other			
II. IDENTIFICATION & RECRUITMENT			
A. Meet with all ID&R Staff. 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. Finalize all forms, documents, logs. 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. Make recruiter assignments. 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. Conduct ID&R. <i>Potentially Eligible Migrant Children:</i> 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. <i>Currently Eligible Migrant Children:</i> 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. Within 5 working days of parent signature
E. Complete COEs. 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 7 working days of parent signature.
F. Review of COEs. 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	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.
G. Conduct residency verification. 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	

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other			
III. MAPS AND INTRAREGIONAL NETWORKING			
A. Make contact with potential growers. 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. Develop calendar and maps. 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. Other			
IV. INTERAGENCY COORDINATION			
A. Network with agencies that serve migrant families. 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. Other			
V. QUALITY CONTROL			
A. Written quality control procedures. 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. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the 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. Monitor and address ongoing training needs for ID&R. 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. Maintain up-to-date records on file. 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. Coordinate with ESC for annual eligibility validation. 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
F. Other			
VI. EVALUATION			
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT			
A. Evaluate ID&R efforts for subsequent planning. 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.	TIMELINE By June 30
B. Other			

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LEA Signature

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