

Beaumont Independent School District



2025-2026 District Improvement Plan

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	11
District Processes & Programs	20
Perceptions	23
Priority Problem Statements	25
Data Documentation for CNA	27
Improvement Planning Data	28
Accountability Data	28
Student Data: Assessments	28
Student Data: Behavior and Other Indicators	28
Employee Data	28
Parent/Community Data	28
Support Systems and Other Data	29
Goals	30
Goal 1 : The percent of 3rd grade students that score meets grade level or above on STA...	31
Goal 2 : The percent of 3rd grade students that score meets grade level or above on ST...	37
Goal 3 : The percentage of graduates that meet the criteria for CCMR will increase from ...	42
Goal 4 : Beaumont ISD will improve its perception with all stakeholders by ensuring all st...	48
Goal 5 : The district will increase the percentage of students in "A or B" rated schools fro...	57
Assurances	67
Policies, Procedures, and Requirements	69
Addendums	71



Comprehensive Needs Assessment

Demographics

Summary

Our student body is a vibrant and diverse community with a total enrollment of 16,775 students. The district's student population is primarily composed of African American (56.5%) and Hispanic (28.9%) students. We serve a significant number of students who are economically disadvantaged, with 84.8% falling into this category. Additionally, 51.5% of our students are identified as at-risk. Our district employs a total of 2,342.7 staff members, with 927.9 of those being teachers. The staff composition reflects the district's diversity, with a total minority staff count of 1,689.5, representing 72.1% of all staff.

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	16,775	100.0%	5,517,464	100.0%	16,803	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	100	0.6%	18,968	0.3%	107	0.6%	26,847	0.5%
Pre-Kindergarten	1,115	6.6%	247,979	4.5%	1,115	6.6%	248,576	4.5%
Pre-Kindergarten: 3-year Old	304	1.8%	42,448	0.8%	304	1.8%	42,669	0.8%
Pre-Kindergarten: 4-year Old	811	4.8%	205,531	3.7%	811	4.8%	205,907	3.7%
Kindergarten	1,145	6.8%	361,329	6.5%	1,146	6.8%	361,799	6.5%
Grade 1	1,172	7.0%	385,096	7.0%	1,172	7.0%	385,471	7.0%
Grade 2	1,299	7.7%	402,233	7.3%	1,300	7.7%	402,576	7.3%
Grade 3	1,301	7.8%	399,869	7.2%	1,301	7.7%	400,181	7.2%
Grade 4	1,199	7.1%	399,137	7.2%	1,199	7.1%	399,422	7.2%
Grade 5	1,207	7.2%	399,200	7.2%	1,207	7.2%	399,419	7.2%
Grade 6	1,090	6.5%	400,347	7.3%	1,090	6.5%	400,511	7.2%
Grade 7	1,096	6.5%	405,118	7.3%	1,096	6.5%	405,298	7.3%
Grade 8	1,190	7.1%	414,033	7.5%	1,190	7.1%	414,195	7.5%
Grade 9	1,514	9.0%	472,595	8.6%	1,514	9.0%	472,783	8.5%
Grade 10	1,230	7.3%	439,091	8.0%	1,230	7.3%	439,298	7.9%
Grade 11	1,092	6.5%	406,681	7.4%	1,092	6.5%	406,966	7.4%
Grade 12	1,025	6.1%	365,788	6.6%	1,044	6.2%	367,894	6.7%
Ethnic Distribution								
African American	10,089	60.1%	706,235	12.8%	10,102	60.1%	707,609	12.8%
Hispanic	4,636	27.6%	2,936,051	53.2%	4,646	27.6%	2,942,144	53.2%
White	1,151	6.9%	1,379,090	25.0%	1,155	6.9%	1,384,437	25.0%
American Indian	42	0.3%	17,886	0.3%	42	0.2%	17,939	0.3%
Asian	444	2.6%	295,946	5.4%	445	2.6%	296,367	5.4%
Pacific Islander	19	0.1%	8,831	0.2%	19	0.1%	8,844	0.2%
Two or More Races	394	2.3%	173,425	3.1%	394	2.3%	173,896	3.1%
Sex								
Female	8,311	49.5%	2,695,318	48.9%	8,328	49.6%	2,700,356	48.8%
Male	8,464	50.5%	2,822,146	51.1%	8,475	50.4%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	14,036	83.7%	3,434,955	62.3%	14,049	83.6%	3,439,856	62.2%
Non-Educationally Disadvantaged	2,739	16.3%	2,082,509	37.7%	2,754	16.4%	2,091,380	37.8%
Section 504 Students	1,050	6.3%	399,808	7.2%	1,055	6.3%	400,078	7.2%
EB Students/EL	2,701	16.1%	1,344,804	24.4%	2,706	16.1%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	477	2.6%	105,976	1.9%				
Students w/ Dyslexia	632	3.8%	329,004	6.0%	632	3.8%	329,228	6.0%

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent

Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	92	0.5%	12,418	0.2%	92	0.5%	12,469	0.2%
Homeless	464	2.8%	77,809	1.4%	464	2.8%	77,942	1.4%
Immigrant	429	2.6%	158,717	2.9%	430	2.6%	158,832	2.9%
Migrant	8	0.0%	13,481	0.2%	8	0.0%	13,528	0.2%
Title I	16,441	98.0%	3,624,288	65.7%	16,460	98.0%	3,632,539	65.7%
Military Connected	372	2.2%	212,919	3.9%	372	2.2%	213,035	3.9%
At-Risk	9,256	55.2%	2,937,834	53.2%	9,275	55.2%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	2,637	15.7%	1,350,113	24.5%	2,642	15.7%	1,350,920	24.4%
Career and Technical Education	3,779	22.5%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	3,542	72.9%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	1,134	6.8%	469,054	8.5%	1,134	6.7%	469,170	8.5%
Special Education	1,899	11.3%	764,858	13.9%	1,908	11.4%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	1,899		764,858					
Students with Intellectual Disabilities	693	36.5%	349,307	45.7%				
Students with Physical Disabilities	454	23.9%	144,191	18.9%				
Students with Autism	420	22.1%	124,254	16.2%				
Students with Behavioral Disabilities	317	16.7%	134,373	17.6%				
Students with Non-Categorical Early Childhood	15	0.8%	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	4,239	24.8%	864,058	16.1%				
African American	2,963	17.4%	181,855	3.4%				
Hispanic	810	4.7%	455,070	8.5%				
White	299	1.8%	165,204	3.1%				
American Indian	14	0.1%	3,184	0.1%				
Asian	44	0.3%	27,631	0.5%				
Pacific Islander	0	0.0%	1,840	0.0%				
Two or More Races	109	0.6%	29,274	0.5%				
Special Ed Students who are Mobile	513	26.0%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	420	16.9%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	3,372	24.8%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	2,822	22.0%	767,390	18.1%				

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	2,342.7	100.0%	775,882.5	100.0%
Professional Staff	1,295.2	55.3%	496,151.0	63.9%
Teachers	927.9	39.6%	374,799.9	48.3%
Professional Support	234.8	10.0%	86,026.7	11.1%
Campus Administration (School Leadership)	93.0	4.0%	25,836.1	3.3%
Central Administration	39.5	1.7%	9,488.3	1.2%
Educational Aides	303.8	13.0%	88,200.6	11.4%
Auxiliary Staff	743.6	31.7%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	7.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	38.0	n/a	13,870.0	n/a
Part-time Counselors	0.0	n/a	1,172.0	n/a
Total Minority Staff	1,689.5	72.1%	421,896.4	54.4%
Teachers by Ethnicity				
African American	477.8	51.5%	47,341.1	12.6%
Hispanic	69.1	7.5%	112,921.8	30.1%
White	346.8	37.4%	200,118.0	53.4%
American Indian	0.9	0.1%	1,286.9	0.3%
Asian	28.2	3.0%	7,914.7	2.1%
Pacific Islander	1.0	0.1%	490.9	0.1%
Two or More Races	4.0	0.4%	4,726.6	1.3%
Teachers by Sex				
Males	214.6	23.1%	91,815.2	24.5%
Females	713.3	76.9%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	60.4	6.5%	9,453.8	2.5%
Bachelors	626.2	67.5%	268,886.4	71.7%
Masters	230.1	24.8%	93,414.7	24.9%
Doctorate	11.3	1.2%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	112.6	12.1%	32,507.6	8.7%
1-5 Years Experience	337.2	36.3%	102,619.4	27.4%
6-10 Years Experience	137.0	14.8%	75,585.4	20.2%
11-20 Years Experience	191.8	20.7%	101,415.3	27.1%
21-30 Years Experience	97.2	10.5%	51,471.9	13.7%
Over 30 Years Experience	52.2	5.6%	11,200.2	3.0%
Number of Students per Teacher	18.1	n/a	14.7	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	7.2	6.0
Average Years Experience of Principals with District	5.3	5.1
Average Years Experience of Assistant Principals	5.8	5.1
Average Years Experience of Assistant Principals with District	5.4	4.3
Average Years Experience of Teachers	10.0	11.1
Average Years Experience of Teachers with District	7.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$40,476	\$54,272
1-5 Years Experience	\$49,319	\$58,185
6-10 Years Experience	\$55,186	\$61,494
11-20 Years Experience	\$57,138	\$65,219
21-30 Years Experience	\$60,762	\$69,723
Over 30 Years Experience	\$66,823	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$52,911	\$62,474
Professional Support	\$65,737	\$73,783
Campus Administration (School Leadership)	\$73,350	\$86,738
Central Administration	\$91,098	\$116,028
Instructional Staff Percent	62.0%	65.0%
Turnover Rate for Teachers	25.3%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	3.8	373.8
Contracted Instructional Staff	179.0	1,970.1

Problem Statement 1: The ethnic representation of our teaching staff does not fully mirror our student body. While our student population is 28.9% Hispanic, our teachers are only 7.5% Hispanic.

Problem Statement 2: Our teacher turnover rate of 25.3% is considerably higher than the state average of 19.1%, posing a significant challenge to maintaining staff stability and continuity.

Problem Statement 3: The percentage of teachers who are considered beginning and those with 1-5 years of experience totals to 48.4% of the teaching population. Both beginning teachers (12.1%) and those with 1-5 years of experience (36.3%) are higher than the state averages of 8.7% and 27.4%, respectively.

Problem Statement 4: The student mobility percentage is 24.8% which is higher than the state average of 16.1%.

Problem Statement 5: The attendance rate for 2022-2023 was 89.6% with is below the state average of 93.3%.

Problem Statement 6: The percentage of students who are economically disadvantaged is 83.7% which is higher than the state average of 62.3%.

Strengths

- As of spring 2022, BISD has been expanding alternative ways to provide certified teachers for every class. These include Grow Your Own, Elevate, Reg. 4 partnership, Teachers from outside the US.
- As of Fall 2022, all campuses have two designated instructional coaches; one for Math/Science and one for Reading/Social Studies.
- As of Fall 2022, BISD has one campus in internal redesign with a second in beginning year of internal redesign.
- BISD continues to build teacher pedagogy in linguistics and the application of foundational literacy skills in our tiered students through our Literacy Teams that have been formed on every campus.
- BISD has increased our number of A and B rated schools from 2020-2021 to 2021-2022.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 BISD teacher demographics are disproportionate to student demographics as evidenced in the three largest populations - African American: students 59.7% / teachers 45.5%, Hispanic: students 26.4% / teachers 6.6%, White: students 8.5% / teachers 45.5%</p>	
<p>2 ★ The BISD teacher turnover rate is 5.1% higher than the state. BISD 19.2% / State 14.3</p>	<p>A failure to implement, maintain, and communicate a well-developed, centralized system of professional development accountability that provides for mentors, coaches, trainings, development of instructional leaders, and implementation of effective protocols that can be shared by all.</p>
<p>3 The percentage of teachers with 1-5 years of experienced has increased to 28.4% while the number of 11+ years has risen to 20.9% but is still less than the state which is at 29.1%.</p>	
<p>4 The student daily attendance rate has continued to decrease where our goal is 94%. * 2019 -2020 attendance rate for all students was 97.2%</p>	
<p>5 The graduation rate of African American students has continued to lag behind state averages as BISD was at 86.3% in 2019 and the state was at 92.2%. While our dropout rate was at 12.5%.</p>	
<p>6 EL dropout rates has continued to increase over the last three years in both middle school and high school to a rate of 38.5%.</p>	

★ = Priority

Student Learning

Summary

2021 Data from STAAR testing:

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Co
STAAR Performance Rates by Tested Grade, Subject, and Performance Level														
Grade 3 Reading														
At Approaches Grade Level or Above	2021	67%	64%	43%	38%	42%	69%	*	74%	*	59%	29%	67%	
	2019	76%	72%	55%	46%	61%	81%	*	79%	*	63%	36%	29%	
At Meets Grade Level or Above	2021	39%	35%	17%	12%	18%	40%	*	45%	*	27%	19%	17%	
	2019	45%	39%	25%	17%	31%	53%	*	56%	*	23%	25%	10%	
At Masters Grade Level	2021	19%	16%	6%	3%	8%	18%	*	23%	*	5%	1%	8%	
	2019	27%	22%	14%	8%	18%	33%	*	41%	*	13%	8%	5%	
Grade 3 Mathematics														
At Approaches Grade Level or Above	2021	62%	60%	34%	26%	37%	64%	*	71%	*	36%	30%	42%	
	2019	79%	72%	53%	43%	62%	73%	*	87%	*	63%	34%	38%	
At Meets Grade Level or Above	2021	31%	29%	13%	8%	14%	31%	*	45%	*	14%	19%	33%	
	2019	49%	40%	22%	15%	26%	44%	*	62%	*	13%	25%	14%	
At Masters Grade Level	2021	14%	12%	4%	2%	3%	15%	*	23%	*	9%	3%	0%	
	2019	25%	18%	8%	4%	9%	19%	*	38%	*	3%	7%	5%	
Grade 4 Reading														
At Approaches Grade Level or Above	2021	63%	57%	37%	29%	40%	63%	*	73%	*	54%	36%	23%	
	2019	75%	71%	52%	42%	62%	81%	*	82%	-	63%	34%	50%	
At Meets Grade Level or Above	2021	36%	32%	18%	11%	18%	43%	*	48%	*	33%	30%	9%	
	2019	44%	39%	23%	17%	28%	44%	*	45%	-	35%	27%	29%	
At Masters Grade Level	2021	17%	14%	7%	3%	6%	18%	*	36%	*	21%	3%	0%	
	2019	22%	18%	9%	6%	10%	23%	*	29%	-	21%	7%	13%	
Grade 4 Mathematics														
At Approaches Grade Level or Above	2021	59%	53%	29%	19%	31%	66%	*	64%	*	44%	35%	27%	
	2019	75%	69%	46%	36%	57%	67%	*	84%	-	53%	41%	46%	
At Meets Grade Level or Above	2021	36%	30%	14%	7%	16%	42%	*	42%	*	32%	29%	5%	
	2019	48%	39%	20%	12%	26%	37%	*	68%	-	37%	28%	29%	
At Masters	2021	21%	16%	7%	2%	7%	28%	*	36%	*	16%	4%	5%	

Grade Level	2019	28%	21%	10%	5%	13%	21%	*	58%	-	21%	11%	4%
-------------	------	-----	-----	------------	----	-----	-----	---	-----	---	-----	-----	----

Grade 4 Writing

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Co
At Approaches Grade Level or Above	2021	53%	50%	27%	20%	27%	56%	*	58%	*	44%	27%	5%	
	2019	67%	62%	44%	35%	52%	68%	*	79%	-	47%	30%	25%	
At Meets Grade Level or Above	2021	27%	24%	10%	7%	8%	32%	*	33%	*	19%	23%	0%	
	2019	35%	30%	18%	13%	20%	35%	*	50%	-	26%	24%	4%	
At Masters Grade Level	2021	8%	7%	2%	1%	1%	12%	*	18%	*	7%	1%	0%	
	2019	11%	8%	4%	3%	3%	7%	*	18%	-	7%	10%	0%	

Grade 5 Reading+

At Approaches Grade Level or Above	2021	73%	67%	47%	37%	56%	75%	*	76%	*	59%	18%	33%	
	2019	86%	81%	68%	62%	73%	86%	*	91%	*	83%	41%	81%	
At Meets Grade Level or Above	2021	46%	39%	23%	15%	28%	49%	*	54%	*	27%	12%	25%	
	2019	54%	47%	35%	27%	38%	58%	*	75%	*	57%	23%	44%	
At Masters Grade Level	2021	30%	23%	13%	7%	16%	42%	*	43%	*	14%	3%	8%	
	2019	29%	23%	17%	11%	18%	35%	*	52%	*	30%	5%	4%	

Grade 5 Mathematics+

At Approaches Grade Level or Above	2021	70%	64%	38%	26%	49%	64%	*	84%	*	39%	22%	25%	
	2019	90%	83%	67%	61%	73%	81%	*	91%	*	77%	43%	67%	
At Meets Grade Level or Above	2021	44%	36%	18%	10%	21%	46%	*	62%	*	26%	16%	25%	
	2019	58%	46%	30%	22%	38%	44%	*	77%	*	33%	23%	30%	
At Masters Grade Level	2021	25%	18%	8%	4%	9%	26%	*	49%	*	4%	4%	25%	
	2019	36%	25%	16%	9%	22%	25%	*	61%	*	20%	6%	15%	

Grade 5 Science

At Approaches Grade Level or Above	2021	62%	56%	29%	19%	36%	63%	*	68%	*	36%	20%	42%	
	2019	75%	67%	49%	38%	55%	83%	*	77%	*	77%	35%	52%	
At Meets Grade Level or Above	2021	31%	26%	10%	6%	9%	36%	*	35%	*	9%	14%	25%	
	2019	49%	41%	26%	17%	30%	52%	*	64%	*	37%	28%	26%	
At Masters Grade Level	2021	13%	10%	4%	2%	3%	12%	*	30%	*	0%	5%	8%	
	2019	24%	18%	9%	4%	11%	26%	*	41%	*	13%	7%	7%	

Grade 6 Reading

At Approaches Grade Level or Above	2021	62%	57%	37%	30%	44%	61%	*	73%	-	50%	20%	23%	
	2019	68%	62%	49%	39%	57%	73%	*	90%	*	61%	25%	47%	

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Co
At Meets Grade Level or Above	2021	32%	27%	12%	8%	13%	27%	*	20%	-	21%	15%	15%	
	2019	37%	30%	21%	16%	23%	42%	*	68%	*	22%	18%	11%	
At Masters Grade Level	2021	15%	11%	3%	2%	4%	11%	*	3%	-	8%	1%	0%	
	2019	18%	14%	9%	6%	8%	21%	*	45%	*	11%	3%	5%	

Grade 6 Mathematics

At Approaches Grade Level or Above	2021	68%	64%	37%	28%	45%	64%	*	79%	-	41%	22%	15%	
	2019	81%	74%	55%	47%	64%	79%	*	88%	*	67%	37%	68%	
At Meets Grade Level or Above	2021	36%	30%	8%	4%	10%	24%	*	46%	-	23%	15%	0%	
	2019	47%	37%	22%	15%	28%	47%	*	65%	*	22%	21%	16%	
At Masters Grade Level	2021	15%	11%	1%	0%	1%	5%	*	4%	-	0%	2%	0%	
	2019	21%	14%	6%	3%	6%	13%	*	38%	*	11%	4%	5%	

Grade 7 Reading

At Approaches Grade Level or Above	2021	69%	65%	46%	36%	58%	77%	*	77%	-	56%	21%	62%	
	2019	76%	71%	56%	49%	60%	83%	*	84%	*	68%	30%	41%	
At Meets Grade Level or Above	2021	45%	40%	25%	18%	32%	47%	*	52%	-	48%	15%	8%	
	2019	49%	42%	32%	24%	37%	58%	*	68%	*	48%	25%	29%	
At Masters Grade Level	2021	25%	21%	12%	8%	15%	19%	*	35%	-	22%	6%	0%	
	2019	29%	23%	16%	10%	18%	41%	*	43%	*	36%	7%	12%	

Grade 7 Mathematics

At Approaches Grade Level or Above	2021	55%	51%	17%	12%	26%	26%	*	31%	-	11%	16%	17%	
	2019	75%	68%	41%	36%	45%	68%	*	53%	-	50%	28%	40%	
At Meets Grade Level or Above	2021	27%	22%	3%	3%	5%	6%	*	8%	-	0%	13%	0%	
	2019	43%	34%	11%	8%	16%	22%	*	13%	-	20%	24%	20%	
At Masters Grade Level	2021	12%	8%	0%	0%	1%	0%	*	0%	-	0%	2%	0%	
	2019	17%	10%	1%	1%	2%	0%	*	0%	-	10%	5%	0%	

Grade 7 Writing

At Approaches Grade Level or Above	2021	63%	61%	40%	33%	42%	76%	*	75%	*	60%	19%	43%	
	2019	70%	67%	56%	50%	58%	80%	*	81%	*	79%	25%	42%	
At Meets Grade Level or Above	2021	33%	29%	15%	10%	15%	32%	*	53%	*	28%	12%	7%	
	2019	42%	37%	27%	21%	26%	58%	*	65%	*	46%	22%	16%	

											Two or More Races	Special Ed (Current)	Special Ed (Former)	Co
--	--	--	--	--	--	--	--	--	--	--	-------------------	----------------------	---------------------	----

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	(Current)	(Former)	Er
At Masters	2021	10%	7%	2%	1%	1%	7%	*	31%	*	0%	3%	0%	
Grade Level	2019	18%	13%	10%	6%	9%	27%	*	46%	*	25%	9%	0%	
Grade 8 Reading+														
At Approaches	2021	73%	69%	54%	44%	60%	86%	*	97%	*	72%	31%	23%	
Grade Level or Above	2019	86%	81%	70%	66%	71%	89%	*	93%	*	67%	34%	60%	
At Meets	2021	46%	41%	28%	20%	31%	57%	*	77%	*	28%	18%	23%	
Grade Level or Above	2019	55%	46%	34%	28%	34%	65%	*	55%	*	17%	23%	27%	
At Masters	2021	21%	17%	10%	6%	8%	23%	*	48%	*	11%	1%	0%	
Grade Level	2019	28%	20%	13%	10%	12%	32%	*	38%	*	6%	5%	7%	
Grade 8 Mathematics+														
At Approaches	2021	62%	60%	42%	32%	46%	74%	80%	92%	*	67%	21%	21%	
Grade Level or Above	2019	88%	82%	76%	70%	82%	93%	80%	98%	*	63%	34%	53%	
At Meets	2021	36%	34%	22%	13%	26%	39%	80%	77%	*	38%	18%	0%	
Grade Level or Above	2019	57%	46%	42%	34%	47%	61%	40%	92%	*	37%	20%	29%	
At Masters	2021	11%	8%	6%	3%	7%	9%	20%	36%	*	4%	1%	0%	
Grade Level	2019	17%	9%	9%	6%	10%	10%	40%	42%	*	5%	6%	0%	
Grade 8 Science														
At Approaches	2021	68%	64%	44%	32%	49%	79%	80%	89%	*	75%	24%	33%	
Grade Level or Above	2019	81%	75%	63%	56%	68%	87%	*	88%	*	56%	32%	40%	
At Meets	2021	43%	38%	20%	13%	22%	41%	60%	64%	*	35%	16%	17%	
Grade Level or Above	2019	51%	41%	27%	20%	28%	63%	*	65%	*	17%	23%	20%	
At Masters	2021	24%	19%	8%	4%	9%	22%	0%	43%	*	5%	1%	8%	
Grade Level	2019	25%	16%	9%	4%	8%	28%	*	45%	*	6%	9%	7%	
Grade 8 Social Studies														
At Approaches	2021	57%	52%	34%	23%	39%	69%	67%	78%	*	63%	21%	40%	
Grade Level or Above	2019	69%	60%	57%	49%	61%	85%	*	93%	*	39%	32%	60%	
At Meets	2021	28%	23%	14%	8%	15%	30%	33%	54%	*	19%	14%	0%	
Grade Level or Above	2019	37%	27%	28%	20%	29%	63%	*	68%	*	22%	23%	20%	

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Co
At Masters	2021	14%	10%	7%	3%	7%	18%	17%	43%	*	13%	3%	0%	
Grade Level	2019	21%	14%	15%	8%	16%	42%	*	55%	*	11%	5%	13%	
End of Course English I														
At Approaches	2021	67%	62%	45%	38%	47%	77%	*	75%	*	55%	25%	20%	
Grade Level or Above	2019	68%	63%	54%	45%	60%	82%	*	88%	*	88%	16%	40%	

At Meets Grade Level or Above	2021	50%	44%	28%	21%	31%	59%	*	67%	*	45%	21%	7%
	2019	50%	45%	36%	26%	43%	71%	*	80%	*	56%	9%	28%
At Masters Grade Level	2021	12%	8%	4%	2%	3%	14%	*	23%	*	0%	6%	0%
	2019	11%	8%	6%	3%	6%	21%	*	20%	*	12%	2%	4%
End of Course English II													
At Approaches Grade Level or Above	2021	71%	66%	52%	45%	52%	81%	56%	88%	*	61%	25%	38%
	2019	68%	63%	56%	50%	59%	80%	33%	77%	*	90%	16%	38%
At Meets Grade Level or Above	2021	57%	51%	38%	29%	39%	68%	56%	85%	*	57%	22%	13%
	2019	49%	44%	37%	29%	39%	72%	17%	58%	*	71%	13%	6%
At Masters Grade Level	2021	11%	8%	5%	2%	3%	18%	11%	17%	*	13%	3%	0%
	2019	8%	5%	4%	1%	3%	19%	0%	19%	*	5%	2%	0%
End of Course Algebra I													
At Approaches Grade Level or Above	2021	73%	69%	45%	36%	49%	70%	*	91%	-	75%	29%	27%
	2019	85%	80%	72%	67%	75%	85%	*	92%	*	96%	32%	65%
At Meets Grade Level or Above	2021	41%	36%	16%	11%	17%	34%	*	55%	-	25%	21%	7%
	2019	61%	51%	39%	31%	46%	63%	*	74%	*	48%	10%	24%
At Masters Grade Level	2021	23%	17%	5%	3%	7%	9%	*	34%	-	5%	7%	0%
	2019	37%	27%	18%	12%	22%	37%	*	55%	*	30%	3%	12%
End of Course Biology													
At Approaches Grade Level or Above	2021	82%	75%	59%	53%	64%	84%	*	84%	*	50%	34%	36%
	2019	88%	86%	81%	77%	79%	91%	*	95%	*	100%	43%	91%
At Meets Grade Level or Above	2021	55%	44%	24%	16%	31%	55%	*	60%	*	13%	23%	9%
	2019	62%	54%	44%	35%	46%	73%	*	73%	*	58%	12%	55%

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Co (En
At Masters Grade Level	2021	22%	13%	5%	2%	7%	12%	*	24%	*	0%	4%	0%	
	2019	25%	16%	12%	6%	14%	30%	*	33%	*	16%	1%	18%	
End of Course U.S. History														
At Approaches Grade Level or Above	2021	88%	82%	67%	61%	66%	90%	71%	93%	*	67%	41%	60%	
	2019	93%	87%	79%	75%	84%	92%	*	95%	*	96%	42%	75%	
At Meets Grade Level or Above	2021	69%	60%	40%	32%	40%	75%	71%	80%	*	43%	24%	20%	
	2019	73%	62%	49%	41%	52%	82%	*	71%	*	72%	16%	50%	
At Masters Grade Level	2021	43%	34%	20%	11%	20%	56%	57%	67%	*	24%	9%	0%	
	2019	45%	33%	24%	18%	22%	58%	*	49%	*	36%	4%	25%	
SAT/ACT All Subjects														
At Approaches Grade Level	2021	95%	92%	91%	82%	97%	100%	-	100%	*	*	-	-	

or Above														
At Meets Grade Level or Above	2021	69%	56%	56%	37%	61%	81%	-	91%	*	*	-	-	
At Masters Grade Level	2021	14%	5%	6%	1%	0%	19%	-	18%	*	*	-	-	
All Grades All Subjects														
At Approaches Grade Level or Above	2021	67%	63%	42%	33%	47%	72%	56%	79%	58%	53%	26%	30%	
At Meets Grade Level or Above	2019	78%	72%	59%	52%	65%	82%	59%	87%	95%	70%	32%	51%	
At Meets Grade Level or Above	2021	41%	35%	20%	13%	22%	44%	38%	56%	21%	28%	19%	11%	
At Meets Grade Level or Above	2019	50%	42%	30%	23%	34%	56%	26%	67%	64%	37%	20%	24%	
At Masters Grade Level	2021	18%	14%	6%	3%	7%	19%	15%	32%	8%	8%	3%	3%	
At Masters Grade Level	2019	24%	17%	11%	6%	12%	26%	7%	40%	23%	17%	5%	7%	
All Grades ELA/Reading														
At Approaches Grade Level or Above	2021	68%	63%	45%	37%	50%	74%	60%	79%	63%	58%	25%	34%	
At Meets Grade Level or Above	2019	75%	70%	57%	50%	63%	82%	61%	85%	100%	72%	28%	49%	
At Meets Grade Level or Above	2021	45%	39%	24%	17%	27%	50%	40%	58%	25%	36%	19%	14%	
At Meets Grade Level or Above	2019	48%	42%	31%	23%	35%	58%	21%	65%	78%	41%	19%	24%	
At Masters Grade Level	2021	18%	14%	7%	4%	8%	20%	12%	28%	13%	12%	3%	2%	
At Masters Grade Level	2019	21%	16%	11%	6%	11%	28%	4%	34%	11%	18%	5%	6%	
All Grades Mathematics														
At Approaches Grade Level or Above	2021	66%	61%	36%	27%	42%	66%	50%	79%	71%	46%	25%	25%	
At Meets Grade Level or Above	2019	82%	76%	59%	52%	66%	79%	65%	88%	100%	67%	36%	54%	

	School Year	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Co
At Meets Grade Level or Above	2021	37%	32%	15%	9%	17%	36%	31%	55%	14%	24%	19%	9%	
At Meets Grade Level or Above	2019	52%	42%	27%	20%	33%	47%	35%	71%	43%	31%	21%	24%	
At Masters Grade Level	2021	18%	13%	5%	2%	5%	15%	6%	30%	0%	6%	4%	4%	
At Masters Grade Level	2019	26%	18%	10%	6%	13%	20%	15%	46%	14%	16%	6%	6%	
All Grades Writing														
At Approaches Grade Level or Above	2021	58%	56%	33%	26%	35%	65%	*	66%	*	52%	23%	19%	
At Meets Grade Level or Above	2019	68%	64%	50%	42%	55%	73%	20%	80%	*	58%	27%	33%	
At Meets Grade Level or Above	2021	30%	26%	12%	8%	12%	32%	*	43%	*	23%	17%	3%	
At Meets Grade Level or Above	2019	38%	34%	22%	17%	23%	45%	20%	57%	*	33%	23%	9%	
At Masters Grade Level	2021	9%	7%	2%	1%	1%	10%	*	25%	*	4%	2%	0%	
At Masters Grade Level	2019	14%	10%	7%	4%	6%	16%	0%	32%	*	13%	9%	0%	
All Grades Science														
At Approaches	2021	71%	66%	45%	36%	50%	76%	50%	81%	*	53%	26%	37%	

Grade Level or Above	2019	81%	76%	63%	56%	67%	87%	63%	87%	*	78%	37%	57%
At Meets Grade Level or Above	2021	44%	36%	19%	12%	21%	45%	40%	54%	*	18%	18%	17%
Grade Level or Above	2019	54%	45%	32%	24%	35%	62%	25%	68%	*	37%	21%	30%
At Masters Grade Level	2021	20%	14%	6%	3%	6%	15%	10%	33%	*	2%	3%	6%
Grade Level	2019	25%	17%	10%	5%	11%	28%	0%	39%	*	12%	6%	9%

All Grades Social Studies

At Approaches Grade Level or Above	2021	73%	67%	51%	43%	54%	80%	69%	87%	*	65%	31%	47%
Grade Level or Above	2019	81%	74%	69%	64%	73%	89%	63%	94%	*	72%	38%	67%
At Meets Grade Level or Above	2021	49%	41%	28%	21%	29%	55%	54%	69%	*	32%	19%	7%
Grade Level or Above	2019	55%	45%	39%	32%	41%	74%	25%	69%	*	51%	19%	33%
At Masters Grade Level	2021	29%	22%	14%	7%	14%	39%	38%	57%	*	19%	6%	0%
Grade Level	2019	33%	24%	20%	14%	19%	51%	13%	52%	*	26%	4%	19%



Strengths

As indicated below, The following areas saw gains in 2019-2020:

Grade 4 Mathematics,

Grade 7 Reading,

Grade 8 Mathematics,

	School Year	State	Region05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)
School Progress Domain - Academic Growth Score by Grade and Subject													
Grade 4	2019	61	58	50	47	53	56	*	73	-	55	46	74
ELA/Reading	2018	63	59	56	55	56	62	*	70	*	58	72	65
Grade 4	2019	65	62	53	50	55	54	*	82	-	70	66	44
Mathematics	2018	65	55	51	46	58	60	*	79	*	49	58	48
Grade 5	2019	81	78	80	78	83	79	*	93	*	80	70	72
ELA/Reading	2018	80	75	80	79	80	82	*	84	*	63	74	81
Grade 5	2019	83	81	79	79	82	71	*	89	*	70	77	88
Mathematics	2018	81	75	79	81	76	72	*	80	*	80	81	89
Grade 6	2019	42	39	32	29	34	36	*	66	*	32	31	24
ELA/Reading	2018	47	40	37	32	40	51	*	63	*	44	34	19
Grade 6	2019	54	51	41	38	42	48	*	62	*	44	44	50
Mathematics	2018	56	50	42	42	42	44	*	39	*	56	49	55
Grade 7	2019	77	77	70	66	74	79	*	78	*	88	68	50
ELA/Reading	2018	76	71	69	67	74	76	80	67	*	70	65	57
Grade 7	2019	62	61	46	44	49	57	*	43	-	60	39	54
Mathematics	2018	67	64	64	61	70	68	60	92	*	60	61	72
Grade 8	2019	77	76	74	76	71	74	*	85	*	61	62	77
ELA/Reading	2018	79	76	76	76	79	78	*	75	*	63	66	67
Grade 8	2019	82	82	79	79	80	76	100	85	*	84	58	71
Mathematics	2018	81	77	78	78	79	70	*	79	-	76	60	84
End of Course English II	2019	69	66	66	63	67	72	*	83	*	75	55	57
	2018	67	66	65	64	62	73	*	76	*	73	43	61
End of Course Algebra I	2019	75	69	61	56	64	74	*	79	*	83	21	50
	2018	72	65	54	50	57	62	*	73	*	52	20	41
All Grades Both Subjects	2019	69	66	61	59	63	65	73	79	65	68	54	60
	2018	69	64	62	60	64	67	77	73	80	61	58	62
All Grades ELA/Reading	2019	68	66	62	60	64	66	71	80	71	66	56	60
	2018	69	65	64	61	66	71	80	72	88	61	60	59
All Grades Mathematics	2019	70	67	61	58	63	64	75	78	58	69	52	60
	2018	70	64	61	59	63	63	75	73	71	60	56	65

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	BISD goals state that 55% of our 3rd graders will pass STAAR Reading and we are currently at 16% passing rate.	
2	In 2019-2020 our percent passing in All Grades ELAR on STAAR dropped from 64% to 22%.	
3	BISD goals state that 50% of our 3rd graders will pass STAAR Mathematics and we are currently at 11% passing rate.	
4	The percent of 2019 STAAR Meets in the performance of all students and the ESL population on achieving Meets was 17% where the district was 20%.	
5	There is a 9% discrepancy in the performance of all students and the SpEd population on achieving Meets in all grades, all subjects.	
6	As of fall 2022, both Beaumont United and WestBrook high school are rated below a C with the state accountability rating system. Four of our 5 middle schools; Vincent, Marshall, Smith and King, are rated below a C with the state system.	

★ = Priority

District Processes & Programs

Summary

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

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

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

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

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

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

Historically, Beaumont ISD has had low participation and communication with all stakeholders. Several options to expand the current mode of communication beyond emails, phone calls, and messages/notes/ letters continue to be addressed. The addition of digital communication, social media, and advertisement to the existing mode of communication has allowed Beaumont ISD to reach and involve more stakeholders. However, we must continue to make efforts placing Beaumont ISD information at strategic locations throughout the City of Beaumont in grocery stores, churches, doctors/ dentist offices, and the Social Security Administration building to reach stakeholders of important events in the district. Linking school events to events of enjoyment and value like sporting events, school dances, talent shows, and award ceremonies were effective ways to involve all stakeholders with high levels of success.

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

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

Growing teachers and leaders through quality professional development is a priority and is evident through the creation of a district PD committee to provide direction on PD offerings. In order to enhance student compliance, behavior, and time on task, on-going

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

Strengths

Among the weaknesses in our district processes, we found that on at least 60% of our campuses, the CC is considered the main source for pulling and analyzing data rather than empowering the teachers to do so with guidance. We also found that for special pops, the process of master scheduling was a weakness as it was often changed after special pops scheduling support was provided to campuses which resulted in students not receiving appropriate services or interventions and hampering the abilities of district leadership to ensure compliance. Additionally, and particularly at the elementary level, there were disparities in the amount of time devoted to particular subjects/interventions which impacted equity of time among the campuses. Students are in need of additional instructional time and would benefit from before and/or afterschool tutorials. In regards to staff pay, we found wide variances in BISD teacher pay when compared to other comparably-sized districts within driving distance. As for program weaknesses, we found that new/struggling teachers desired to have the support of a strong mentor and that the lack of a cohesive district - or campus-based mentoring program was impacting this need. To meet student social-emotional needs, only two elementary campuses are currently utilizing the Sanford Harmony SEL curriculum, and counseling testing duties take the amount of time counselors can devote to SEL at the campus level. School discipline was also noted as a weakness with survey results noting that students with chronic disciplinary problems are not being held accountable for their actions. Additionally an increase in ISS and OSS referrals was noted when compared to the previous year. Within the BIL/ELL program, we found that our BIL/ELL department was understaffed to meeting the needs of our growing population when compared to similar districts.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 A systemic and sustained mentoring program for new/struggling teachers needs to be implemented with fidelity.	
2 Frequent schedule changes impact the quality of instruction and compliance.	
3 Amount of instructional time at the secondary level is inconsistent.	
4 The BISD Bil/ELL department is understaffed to effectively service 2,100 students	

 = Priority

Perceptions

Summary

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

Beaumont ISD have policies and procedures in place to address bullying on all campuses. Staff members engage in committees that work towards increasing attendance rate and providing positive approaches to classroom management through programs such as CHAMPS, SEL and Safe and Civil Schools. According to the 18-19 TAPR, the district's attendance rate was 94.2% overall and 91.7% for our Special Education students. Campuses are working and will continue to work towards increasing attendance through parent involvement, increasing student engagement and providing attendance incentives. The district is engaging in neighborhood outreach by conducting home visits and neighborhood walks where information is distributed to families on available resources and important dates. Also, measures towards decreasing the dropout rate have been implemented and committees are reaching out to students who are have dropped out and providing them with resources to remove graduation barriers. CTE is promoted to provide other opportunities and engagement for students. The district is actively presuming measures and programs to decrease the 3.9% dropout rate. Programs that allow students to receive credits in creative ways are necessary to provide credit recovery a to recapture students that to continue in lowering the dropout rate and increase student engagement.

Beaumont ISD's turnover rate was at 20% compared to the state turnover rate of 16.6%. The rate was 19.8% (2019-2020 TAPR) and remains steady. To decrease the turnover rate, the district implemented a teacher mentoring program provided incentives and is scheduled to provide salary increases for all employees for 2022-2023 school year. The mentor program provided support to 25 teachers, 23 mentors, on 8 campuses for the 2018-19 school year. In addition and Beaumont ISD has a Grow Our Own program with 50 participants for the 2018-19 school year. The participants of the mentoring program report the mentoring as a positive element to the district. Participants in both programs receive support from district curriculum supervisors and curriculum coordinators on the campuses to support their growth and success as classroom instructors.

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

Strengths

- Beaumont ISD created and implemented a mentor program for the 2022-2023 school year.
- Beaumont ISD is expanding our Grow Our Own Program to include the position of adjunct teacher for non-certified individuals.
- 100% of Beaumont ISD campuses have at least two active business/community partners assigned to the school for the 2022-2023 school year.
- Beaumont ISD has a dedicated Parent and Family Liasion for each campus for the 2022-2023 school year.
- 100% of Beaumont ISD campuses have two instructional coaches for the 2022-2023 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p>1 The graduation rate for Beaumont ISD is 86.6%, 5.6% lower than the state, according to 2020-2021 TAPR.</p>	
<p>2 Beaumont ISD student attendance decreased from the goal of 94% as of Fall of 2022.</p>	
<p>3 Beaumont ISD student dropout rate (12.5%) is 6.4% higher than the State rate 2020-2021 school year according to the TAPR.</p>	

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The BISD teacher turnover rate is 5.1% higher than the state. BISD 19.2% / State 14.3

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

2
★

BISD goals state that 55% of our 3rd graders will pass STAAR Reading and we are currently at 16% passing rate.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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



Goals

Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

Performance Objective 1 High Priority HB3 Goal

BISD will increase the effectiveness of tier one instruction during the reading instructional block.

Evaluation Data Source: Walkthrough data, informal observations and surveys, time-stamped instructional blocks clearly showing allocation of time/pacing to each component, screening data

Strategy 1

Campus literacy walks will take place on all elementary campuses to collect specific implementation data on the district curriculum usage and internalization look-fors.

Strategy's Expected Result/Impact: Identify areas for success and ensure that district curriculum resources and instructional strategies are being implemented with fidelity.

Staff Responsible for Monitoring: Principals, Instructional Coaches, and C&I staff will conduct. For Bluebonnet RLA campuses, additional walks will be conducted by the approved provider, Region 5. Associate and Assistant Superintendent will monitor implementation and principal oversight.

Funding Sources: Bluebonnet RLA Campus Walks (LASO Grant) LASO Grant Funds,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 2

Campuses will prioritize time to conduct daily practice of reading and written responses to the reading embedded in the district curriculum.

Strategy's Expected Result/Impact: District curriculum will provide the reading and writing focus. Campus schedules will reflect time provided for the practice of reading, which will increase student fluency and comprehension.

Staff Responsible for Monitoring: Campus principals will work with campus staff to create schedules.

Curriculum leaders will align resources for implementation of daily reading and writing responses. Associate and Assistant Superintendent will monitor principal oversight and campus schedules. Curriculum leaders will monitor curriculum resources.

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 3

On-going training opportunities will be provided to Pre-K - 5 teachers in RLA instructional best practices through: -the creation of various practice clinics for campus implementation and use - modeling strategies for coaches/leaders to bolster weekly planning meeting modeling - internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions -Saturday professional development sessions - flexible support sessions, planning meeting supports will be provided to Bluebonnet RLA campuses for implementation supports

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the RLA curriculum.

Staff Responsible for Monitoring: Director of Professional Development, Coordinator of Early Childhood-1st RLA, Coordinator of Elem. ELAR 2-5 will provide training. Campus Instructional Coaches will provide training and support. Campus principals will facilitate. Executive Director of C & I will monitor.

Funding Sources: Bluebonnet RLA Implementation Support LASO Grant Funds, , Saturday Training Stipends for Attendance Title II, Part A,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 4

District will promote literacy-focused events including Read-a-Thons, ROAR Reading Mentors, book vending machine sponsorships, outreach to apartment complexes, and joint district/city events.

Strategy's Expected Result/Impact: Community outreach and education will support parents and families in helping their children develop reading and literacy skills. These events will help establish and strengthen the partnership between the community and the district to enhance students' reading achievement.

Staff Responsible for Monitoring: C & I department will facilitate event. Executive Director of C & I will monitor.

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Performance Objective 2  **High Priority**  **HB3 Goal**

By June 2026, all K-5 teachers will utilize district resources to deliver tiered instruction in RLA with fidelity.

Evaluation Data Source: Lesson internalization documents, formative and summative tests, and walkthrough data.

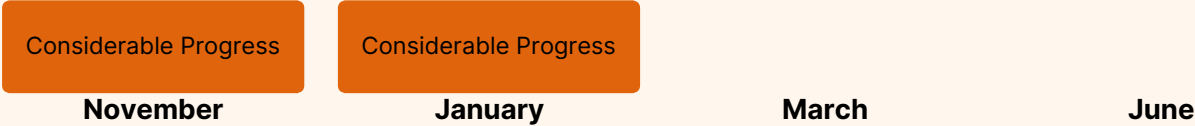
Strategy 1

100% of Pre-K - 5 students will be assessed three times a year (BOY, MOY, EOY) following the BISD Assessment Calendar and by using a district-approved screener, CLI Engage for Pre-K and mClass for K-5.

Strategy's Expected Result/Impact: Students' foundational literacy skills will be reviewed for growth and areas of need to develop stronger and more intentional supports and interventions for students.

Staff Responsible for Monitoring: The C & I Department will facilitate by producing an assessment calendar and communicating expectations. Principals will monitor. Associate and Assistant Superintendent for principals will monitor compliance.

Formative Reviews



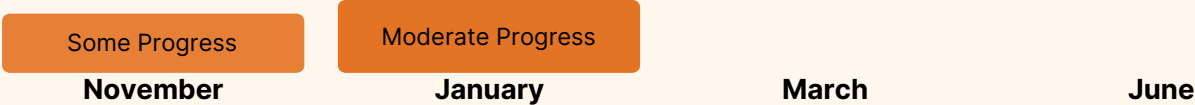
Strategy 2

Teachers will implement and document small group instruction to rectify learning gaps and address individual student needs, utilizing district-approved resources.

Strategy's Expected Result/Impact: Students will increase their foundational literacy skills. Teachers and district leaders will be able to track the documented small-group instruction through Branching Minds to make informed planning decisions.

Staff Responsible for Monitoring: Elementary RLA Coordinators will monitor usage. Principals will monitor.

Formative Reviews



Strategy 3

Provide a variety of intervention opportunities, including a dedicated intervention block, tutorials, and summer school, for identified elementary reading students.

Strategy's Expected Result/Impact: Students will increase their foundational literacy skills. Teachers and district leaders will be able to track the documented interventions provided through Branching Minds to make informed planning decisions.

Staff Responsible for Monitoring: Campus-level staff will implement tutorials and intervention instruction.

Campus principals will facilitate tutorials and monitor intervention instruction.

Associate and Assistant Superintendent will monitor campus leadership.

C & I staff will facilitate summer school and intervention resources.

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 4

Ongoing training on administering the assessment tool will be provided to Pre-K-5 teachers.

Strategy's Expected Result/Impact: Teachers will receive initial training, repeated training, and review resources for the screener administration and scoring. This will ensure the data collected is accurate and valid for informed decision-making and planning.

Staff Responsible for Monitoring: Content Coordinators will provide the training and resources. Executive Director of C&I will monitor.

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 5

Implementation and tracking of student usage of TEA-approved supplemental programs will occur with fidelity including Amira AI Reading Coach and Zearn Math (all K - 5 students); IXL Math and RLA for identified Grades 6 - 10 students

Strategy's Expected Result/Impact: Elevate student achievement and mastery of key skills in RLA and Math

Staff Responsible for Monitoring: Campus leadership and coaches

Content supervisors in RLA and Math

Exec Director of C & I will monitor overall reports

Associate and Assistant Superintendents will monitor principal oversight

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 6

Implementation of quarterly MTSS meetings with campus leadership teams and teachers to create support plans and review data of priority focus students identified.

Strategy's Expected Result/Impact: Continuous data review of students with the entire support team will support the implementation of intervention strategies and supports for teachers.

Staff Responsible for Monitoring: Campus MTSS facilitators will facilitate. Campus leadership teams will support and monitor. District MTSS Coordinators will support and monitor. Executive Director of C&I will monitor.

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 3 High Priority HB3 Goal

Throughout the 2025-2026 school year, BISD will strengthen efficacy and capacity in RLA content and pedagogy for all K-5 RLA teachers.

Evaluation Data Source: Assessment data, lesson internalization documents, training records, and walkthrough data.

Strategy 1

Implement weekly planning meetings aligned to internalization protocols facilitated by campus leaders.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the RLA curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Content Leaders, Director of Professional Development, and Executive Director of C&I will support the alignment, implementation expectations, and documentation expectations. Bluebonnet RLA campuses will receive monitoring and facilitation support from the approved provider, Region 5. Campus leaders will facilitate the planning meetings on campus. Campus principals and Director of Professional Development will monitor documentation.

Formative Reviews

Some Progress

November

Some Progress

January

March

June

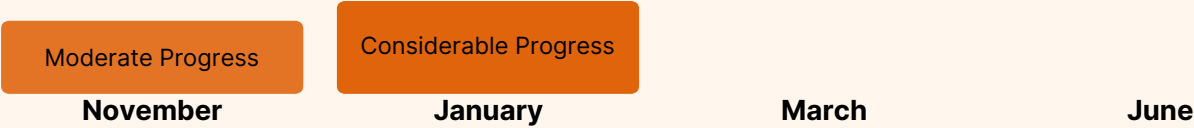
Strategy 2

Monthly training sessions for Instructional Coaches on best practices for support teachers and RLA priorities will occur.

Strategy's Expected Result/Impact: Instructional Coaches will gain capacity in implementing supports to teachers that are aligned to RLA priorities for stronger instructional practices in the classroom.

Staff Responsible for Monitoring: Director of Professional Development and Content Coordinators will facilitate .
Executive Director of C & I will monitor.

Formative Reviews



Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

Performance Objective 1 High Priority HB3 Goal

BISD will increase the effectiveness of tier one instruction during the math instructional block.

Evaluation Data Source: Walkthrough data, informal observation and surveys.

Strategy 1

BISD will implement a new curriculum adoption, Bluebonnet Math.

Strategy's Expected Result/Impact: Implementation of a HQIM will provide teachers with aligned curriculum to state standards and instructional priorities of need that will better serve students within Beaumont ISD.

Staff Responsible for Monitoring: Coordinator of Elementary Math will monitor and support implementation of Bluebonnet Math.
Approved provider, Great Minds will facilitate the implementation plan and support for the 25-26 school year.
Executive Director of C&I will monitor.
Associate and Assistant Superintendent will monitor principal oversight.

Funding Sources: LASO Grant Funds,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 2

Campus math walks will take place on all elementary campuses to collect specific implementation data on the district curriculum usage and internalization look-fors.

Strategy's Expected Result/Impact: Identify areas for success and ensure that district curriculum resources and instructional strategies are being implemented with fidelity.

Staff Responsible for Monitoring: Principals, Instructional Coaches, and C & I staff will conduct.
Approved provider, Great Minds, will support campus walks and data collection for the implementation of Bluebonnet Math.
Associate and Assistant Superintendent will monitor principal oversight.

Funding Sources: LASO Grant Funds,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 3

Campuses will prioritize time to conduct daily math practice with manipulatives and written responses where appropriate.

Strategy's Expected Result/Impact: The district curriculum will reflect aligned daily math practice and provide opportunities for written responses. Campus schedules will reflect the time provided for math practice, which will increase student math fluency and understanding.

Staff Responsible for Monitoring: Campus principals will work with campus staff to create schedules.

Curriculum leaders will align resources for the implementation of daily math practice and writing responses.

Associate and Assistant Superintendents will monitor campus schedules.

Exec Director of C & I will monitor curriculum resources.

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 4

On-going training opportunities will be provided to Pre-K - 5 teachers in math instructional best practices: -the creation of various practice clinics for campus implementation and use -modeling strategies for coaches/leaders to bolster weekly planning meeting modeling -internalization and annotation specific offerings (in-person and asynchronous online) -after-school professional development sessions -Saturday professional development sessions -flexible support sessions will be provided to identified Bluebonnet Math campuses for implementation supports

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the math curriculum.

Staff Responsible for Monitoring: Director of Professional Development, Coordinator of Early Childhood and Coordinator of Elem. Math will provide training.

Campus Instructional Coaches will provide training and support.

Campus principals will facilitate.

Executive Director of C & I will monitor.

Funding Sources: LASO Grant Funds, , Saturday Training Stipends Title II, Part A,

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 2  **High Priority**  **HB3 Goal**

By June 2026, all K-5 teachers will utilize district resources to deliver tiered instruction in Math.

Evaluation Data Source: Lesson internalization, formative and summative assessments, and walkthrough data.

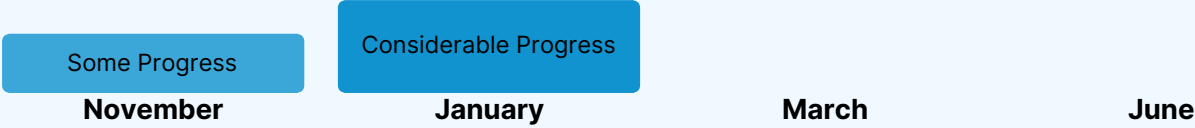
Strategy 1

100% of Pre-K - 5 students will be assessed three times a year (BOY, MOY, EOY) following the BISD Assessment Calendar and by using a district-approved screener, NWEA MAP.

Strategy's Expected Result/Impact: Students' numeracy skills will be reviewed for growth and areas of need to develop stronger and more intentional supports and interventions for students.

Staff Responsible for Monitoring: The C & I Department will facilitate by producing an assessment calendar and communicating expectations.
Principals will monitor.
Associate and Assistant Superintendent will monitor campus leadership compliance.

Formative Reviews



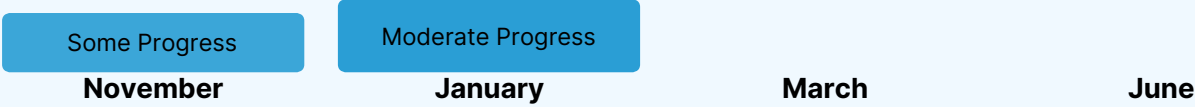
Strategy 2

Teachers will implement small-group instruction to rectify learning gaps and address individual student needs, utilizing the district-approved resource, Math Catalyst Texas and Zearn for online learning.

Strategy's Expected Result/Impact: Students will increase their numeracy skills. Teachers and district leaders will be able to track the documented small-group instruction through Branching Minds to make informed planning decisions.

Staff Responsible for Monitoring: Elementary Math Coordinator will monitor usage.
Principals will monitor.

Formative Reviews



Strategy 3

Provide a variety of intervention opportunities, including a dedicated intervention block with an approved intervention resource- Delta Math, for identified elementary math students.

Strategy's Expected Result/Impact: Students will increase their numeracy skills. Teachers and district leaders will be able to track the documented interventions provided through Branching Minds to make informed planning decisions.

Staff Responsible for Monitoring: Campus-level staff will implement tutorials and intervention instruction.

Campus principals will facilitate tutorials and monitor intervention instruction.

Associate and Assistant Superintendent will monitor campus compliance.

C & I staff will facilitate intervention resources.

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 4

On-going support and training around the tiered instructional materials and intervention resources will be provided to K-5 math teachers.

Strategy's Expected Result/Impact: Teachers will receive initial training, repeated training, and review resources for the resource implementation to support students. This will ensure that all students are receiving adequate intervention instruction.

Staff Responsible for Monitoring: Elementary Math Coordinator will provide with support from Approved Provider, Great Minds.

Executive Director of C&I will monitor.

Funding Sources: LASO Grant Funds,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Performance Objective 3

Throughout the 2025-2026 school year, BISD will strengthen efficacy and capacity in mathematical content and pedagogy for all K-5 math teachers.

Strategy 1

Implement weekly planning meetings aligned to internalization protocols facilitated by campus leaders.

Strategy's Expected Result/Impact: Teachers will be more proficient in implementing the math curriculum which will improve student achievement.

Staff Responsible for Monitoring: Content Leaders, Director of Professional Development, and Executive Director of C&I will support the alignment, implementation expectations, and documentation expectations with support from the approved provider, Great Minds. Campus leaders will facilitate the planning meetings on campus. Campus principals and Director of Professional Development will monitor documentation.

Funding Sources: LASO Grant Funds,

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 2

Monthly training sessions for Instructional Coaches on best practices for support teachers and math priorities will occur.

Strategy's Expected Result/Impact: Instructional Coaches will gain capacity in implementing supports to teachers that are aligned to math priorities for stronger instructional practices in the classroom.

Staff Responsible for Monitoring: Director of Professional Development and Content Coordinators will facilitate . Executive Director of C & I will monitor.

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 3

Campus leadership will build capacity in supporting the implementation of the new math curriculum, Bluebonnet Math to effectively support teachers.

Strategy's Expected Result/Impact: Increasing leader understanding of the curriculum will result in more specific and actionable teacher observation and feedback to impact practice within the classroom.

Staff Responsible for Monitoring: The Elementary Math Coordinator will facilitate with the support of the approved provider, Great Minds. Associate and Assistant Superintendent and Executive Director of C&I will monitor.

Funding Sources: LASO Grant Funds,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

Performance Objective 1 High Priority HB3 Goal

The percent of CCMR students who meet TSI criteria for Math and English Language Arts on SAT, ACT, or TSIA2 will increase from 20% to 45% by August 2030.

Evaluation Data Source: Testing score reports, College Bridge Reports, Assessment/Pacing Calendars

Summative Evaluation: Significant progress made toward meeting Performance Objective

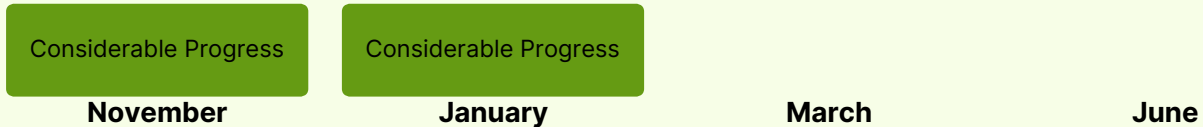
Strategy 1

Expand TSIA accessibility for all students who require the TSIA for college admissions and/or dual credit enrollment. Ensure that all College Bridge students test on TSIA in May of each school year. TSIA2 prep will be embedded in junior level math and English courses through Edgenuity.

Strategy's Expected Result/Impact: Increase number of juniors that will be successful on TSIA.

Staff Responsible for Monitoring: Guillory, Darwin, Menendez, Sylvester, CCMR Coordinators, Campus CTCs, and principals

Formative Reviews



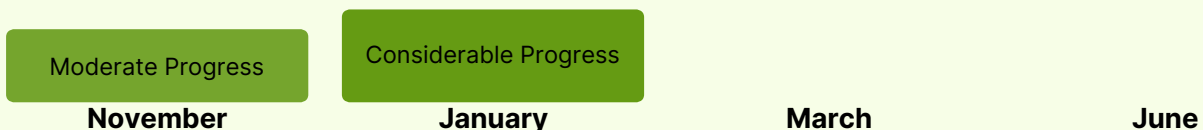
Strategy 2 Results Driven Accountability Equity Plan

Beaumont United and West Brook will test all seniors who have completed Texas College Bridge as well as juniors who are enrolled in TSIA2 prep in Edgenuity.

Strategy's Expected Result/Impact: Increase number of seniors that will be successful on TSIA2.

Staff Responsible for Monitoring: CCMR Coordinators will provide information to coordinators Content Coordinators of Math and ELAR will facilitate additions to pacing calendar Counselors will support Campus principals will monitor

Formative Reviews



Strategy 3

TSIA2 prep will be provided through Junior level math courses (Algebra 2 and Precalculus only) and Junior level English courses (English 3) as well as advisory.

Strategy's Expected Result/Impact: Increase the number of juniors that are successful on TSIA2.

Staff Responsible for Monitoring: Guillory, Darwin, Menendez, Sylvester, CCMR Coordinators, Campus CTCs, and principals

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 4

Offer college readiness program, Texas College Bridge (online college preparatory courses in Math and English) both within face to face classes built into students' daily class schedules.

Strategy's Expected Result/Impact: Increase the number of students successful on TSIA2.

Staff Responsible for Monitoring: Guillory, Darwin, Menendez, Sylvester, CCMR Coordinators, Campus CTCs, and principals

Formative Reviews

Moderate Progress

November



Accomplished

January



Accomplished

March

June

Strategy 5

Comprehensive high schools will purchase college prep materials to prepare strategically selected students to prepare for the TSIA

Strategy's Expected Result/Impact: Increase the number of students successful on TSIA2.

Staff Responsible for Monitoring: Guillory, Darwin, Menendez, Sylvester, CCMR Coordinators, Campus CTCs, and principals.

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Performance Objective 2 High Priority HB3 Goal

The percentage of graduates who earn a score of 3 or higher on any AP exam will increase from 7% to 15% of all tested students by August 2030.

Evaluation Data Source: Dual credit reports, enrollments and score reports

Summative Evaluation: Some progress made toward meeting Performance Objective

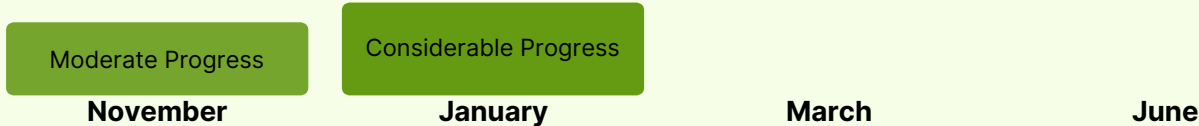
Strategy 1

Ensure rigor and relevance are in place in each Advanced Placement course district wide by conducting calibrated walkthroughs and providing intentional teacher training and support.

Strategy's Expected Result/Impact: Increase the number of students earning 3 or higher on AP exams.

Staff Responsible for Monitoring: (LeMasters, AP teachers)

Formative Reviews



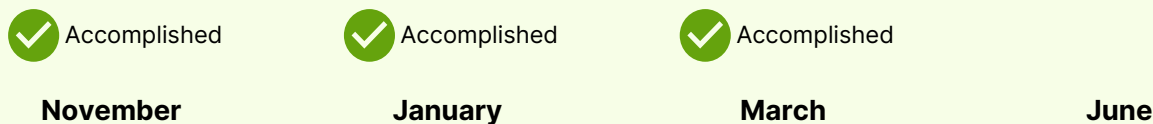
Strategy 2

District-wide AP Night and Student Showcase

Strategy's Expected Result/Impact: Increase exposure and enrollment in AP classes.

Staff Responsible for Monitoring: LeMasters, AP teachers

Formative Reviews



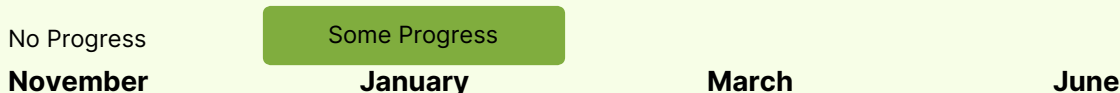
Strategy 3

AP teachers will lead review sessions throughout the year to prepare students for their AP exams.

Strategy's Expected Result/Impact: Increase the number of students that earn 3 or higher on AP exams.

Staff Responsible for Monitoring: LeMasters, AP teachers

Formative Reviews



Performance Objective 3 ✔ High Priority ✔ HB3 Goal

The percentage of graduates who successfully complete dual credit coursework--specifically earning at least 3 credit hours in math and/or English, or 9 or more credit hours across any subject areas--will increase from 11% to 28% by August 2030.

Evaluation Data Source: IHE Reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Increase dual credit hours earned in partnership with Lamar Institute of Technology (LIT) by targeting qualifying students and advertising the benefits of HB8.

Strategy's Expected Result/Impact: Increase number of students enrolled in dual credit

Staff Responsible for Monitoring: Sylvester, Threats, CCMR Coordinators, and HS Counselors

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Increase and align dual credit offerings in partnership with Lamar Institute of Technology (LIT) and Lamar State College Orange (LSCO) that lead to a Level 1 or Level 2 certificate.

Strategy's Expected Result/Impact: Increase number of students earning Level 1 or 2 certificates

Staff Responsible for Monitoring: Sylvester, Threats, CCMR Coordinators, and HS Counselors

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 4

The percentage of graduates who earn an industry-based certification and complete a program of study will increase from 23% to 43% by August 2030.

Evaluation Data Source: AP Exam reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Monitor CTE program of study completion at the high schools to ensure that students complete their POS in order to earn their CCMR point.

Strategy's Expected Result/Impact: Increase CTE program of study completion

Staff Responsible for Monitoring: Prudhomme, Sylvester, LeBlanc, Cobb-Eaglin, Anderson, Cormier, Threats, CCMR Coordinators, and HS Counselors

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Conduct Industry-Based Certification (IBC) PLC's/Data Meetings at Beaumont United, West Brook, and Career and Technical Education Center.

Strategy's Expected Result/Impact: Ensure all responsible staff instruction are aligned with IBC expectations to increase success on IBCs.

Staff Responsible for Monitoring: Prudhomme, Sylvester, LeBlanc, Cobb-Eaglin, Anderson, Cormier, Threats, CCMR Coordinators, and HS Counselors

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 3

Host find your future expo at CTEC to expose students to all programs of study and increase awareness with 8th grade and 10th-grade students.

Strategy's Expected Result/Impact: Increase awareness of POS offerings for 8th grade and 10th grade students

Staff Responsible for Monitoring: Prudhomme, Sylvester, LeBlanc, Cobb-Eaglin, Anderson, Cormier, Threats, CCMR Coordinators, and HS Counselors

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March

June

Strategy 4

Administer ASVAB testing in the fall and spring semesters as it pertains to career exploration and/or military enlistment leading to a post-secondary plan to at least 100 students.

Strategy's Expected Result/Impact: Increase number of students earning qualifying scores to enlist in military.

Staff Responsible for Monitoring: Prudhomme, Sylvester, LeBlanc, Cobb-Eaglin, Anderson, Cormier, Threats, CCMR Coordinators, and HS Counselors

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 5

The percentage of SE graduates who earn a CCMR point for employability skills (codes 54&55) combined with advanced degrees (endorsements) will increase by 24% from 66% to 90% by August 2030.

Evaluation Data Source: graduation plans, ARD transition plans, report cards, CCMR accountability tracker

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Enroll students in general employability skills who have at least one modified course to be eligible for a CCMR point.

Strategy's Expected Result/Impact: Increase the percentage of SE graduates with codes 54&55 earn a CCMR point for employability skills.

Staff Responsible for Monitoring: Jameson, Diagnosticians

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Ensure students under an advanced degree plan are being monitored by SPED case managers.

Strategy's Expected Result/Impact: Increase the percentage of SE graduates with codes 54&55 earn a CCMR point for employability skills.

Staff Responsible for Monitoring: Jameson, Diagnosticians

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

Performance Objective 1 High Priority HB3 Goal

By 2030, discipline referrals will decrease by 15%.

Evaluation Data Source: Discipline Data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Continued implementation of a multi- tiered system of support for behavior district-wide.

Strategy's Expected Result/Impact: Multi-tiered system of support for behavior has been implemented district-wide.

Staff Responsible for Monitoring: Campus Behavior Coordinator, Campus Counselor, Behavior Interventionist and Wellness Coordinator will facilitate and mentor students. Student of Concern teams will support and mentor students and provide counseling in discipline placements. Campus administration will monitor and mentor students in discipline placements.

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 2

All campuses will provide Restorative Discipline Practices for students.

Strategy's Expected Result/Impact: Students will benefit from social-emotional lessons and relationships

Staff Responsible for Monitoring: Campus Behavior Coordinator, Behavior Interventionist, Wellness Coordinator will facilitate by mentoring students. Teachers will support by implementing lesson through the school year. Counselors and Campus Administrators will monitor and provide mentoring to students.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 3

Secondary campuses will provide a dedicated classroom for Restorative Discipline.

Strategy's Expected Result/Impact: A reduction of students assigned to DAEP and OSS.

Staff Responsible for Monitoring: Campus Behavior Coordinator, Behavior Interventionist, Wellness Coordinator will provide CRD as an alternative discipline placement.

Counselors and Department Chairs will facilitate and mentor students who have discipline placements.

Campus principals will monitor and mentor students placements.

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 4

Provide resources including training of personnel, preventative programs and tools targeting aggressive behaviors from students.

Strategy's Expected Result/Impact: A reduction in aggressive behaviors as defined by Chapter 37

Staff Responsible for Monitoring: Campus Behavior Coordinator, Behavior Interventionist, Wellness Coordinator will implement

Counselors, Police Officers and Threat Assessment team will facilitate and mentor students of concern

Campus principals will monitor and mentor students of concern

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2 High Priority HB3 Goal

The number of students who feel safe in school will increase from 74% to 85% by 2030.

Evaluation Data Source: Survey

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Continuous professional development in trauma-informed classroom strategies, mental behavioral health, and wellness which is essential for building trust-based, relational interventions.

Strategy's Expected Result/Impact: Build strong relationships and promote a sense of belonging. Train staff in mental health and trauma-informed practices to better support and manage student behavior.

Staff Responsible for Monitoring: Campus and Curriculum and Instruction Team, including the department of Guidance and Counseling and Professional Development.

Formative Reviews

Some Progress

November



Accomplished

January



Accomplished

March

June

Strategy 2

Increase participation in Kindness Club which encourages random acts of kindness among students and staff, promote compassion, empathy, and positive behavior within the school community.

Strategy's Expected Result/Impact: Encourage students to develop social and emotional self-management skills and participate in clubs or extracurricular activities.

Staff Responsible for Monitoring: Department of Guidance and Counseling and designated campus personnel

Formative Reviews

Some Progress

November



Accomplished

January



Accomplished

March

June

Strategy 3

Staff and students will be properly informed on how to report outcry situations such abuse, bullying, suicidal ideation and self-harm

Strategy's Expected Result/Impact: Train staff in mental health, and trauma-informed practices to better support and manage student behavior.

Staff Responsible for Monitoring: Department of Guidance and Counseling, Director of Leadership Development and Student Discipline, Principals, and designated campus personnel

Formative Reviews

Moderate Progress



Accomplished



Accomplished

Strategy 4

Continue the implementation of Beaumont ISD's Vision Week which includes surveys to collect insights on critical elements of the educational experience.

Strategy's Expected Result/Impact: Provide students with academic and soft skills that cultivate personal meaning for their future success

Staff Responsible for Monitoring: Office of Innovation

Formative Reviews

Some Progress

November



Accomplished

January



Accomplished

March

June

Performance Objective 3 High Priority HB3 Goal

The number of students who report being supported by a trusted adult at school will increase from 83% to 90% by 2030.

Evaluation Data Source: Surveys

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Survey students on participation in social clubs, share options and encourage recruitment and participation

Strategy's Expected Result/Impact:

We will encourage students to develop social and emotional self-management skills and participate in clubs or extracurricular activities.

Staff Responsible for Monitoring: Department of Guidance and Counseling and designated campus personnel

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

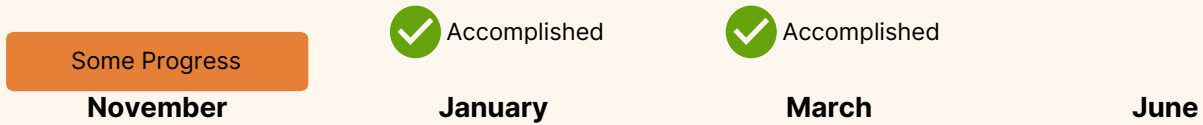
Strategy 2

Select at-risk students with intense behaviors will receive direct mentorship from a trusted adult in a small group setting

Strategy's Expected Result/Impact: Therefore we will develop authentic relationships and communication with students to understand their background so we can adequately support their learning needs.

Staff Responsible for Monitoring: At-Risk Coordinator, Coordinator of Business Community Partnerships, Principals, and designated personnel.

Formative Reviews



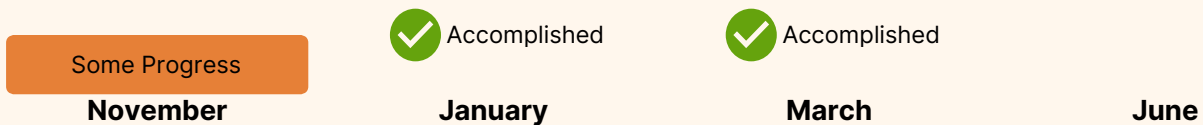
Strategy 3

Additional, at-risk students will receive support through additional mentorship initiatives focusing on leadership skills and positive youth development

Strategy's Expected Result/Impact: We will set high expectations and provide personalized support to every student with care and provide skills for both school success and real-life challenges.

Staff Responsible for Monitoring: At-Risk Coordinator, Coordinator of Business Community Partnerships, Principals, and designated personnel.

Formative Reviews



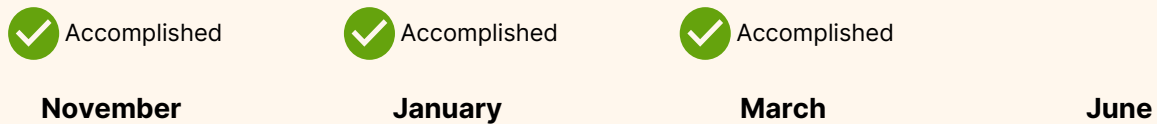
Strategy 4

Continue the implementation of Beaumont ISD's Vision Week, which includes surveys to collect insights on critical elements of the educational experience.

Strategy's Expected Result/Impact: Therefore, we will plan and implement specific strategies that create a culture of increasingly high expectations for all.

Staff Responsible for Monitoring: Office of Innovation

Formative Reviews



Performance Objective 4 High Priority HB3 Goal

The number of students who report being able to self-regulate will increase from 44% to 70% by 2030.

Evaluation Data Source: Survey

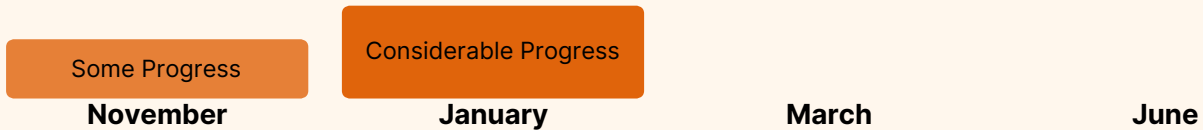
Strategy 1

Students in grades 5th-12th will complete a Social Emotional Comprehensive Assessment (SECA) survey at the Beginning, Middle and End of the Year to help students reflect on their emotions, behavior, and strategies to self regulate.

Strategy's Expected Result/Impact: Support curriculum through the effective integration of technology

Staff Responsible for Monitoring: Department of Guidance and Counseling and designated campus personnel

Formative Reviews



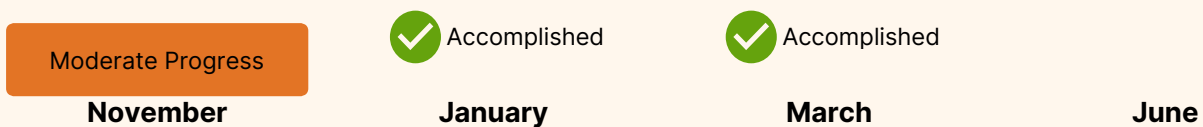
Strategy 2

Social-emotional learning, guidance lessons, and small-group curriculum focused on positive youth development will be implemented on all campuses

Strategy's Expected Result/Impact: Provide curriculum and learning experiences that engage, challenge, and empower students; maintain a coherent system of learning that allows students to transition to college, career, or the military with the knowledge and skills necessary to be successful.

Staff Responsible for Monitoring: Department of Guidance and Counseling and designated campus personnel

Formative Reviews



Strategy 3

As part of our ongoing commitment to supporting student well-being and emotional regulation, we will continue the implementation of Calming Corners across classrooms and shared learning spaces.

Strategy's Expected Result/Impact: Plan and implement specific strategies that create a culture of increasingly high expectations for all

Staff Responsible for Monitoring: District and campus personnel

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 5 High Priority HB3 Goal

By 2030, 85% of community members and parents will recommend BISD to a family member or friend.

Evaluation Data Source: Vision Week Survey

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Conduct parent and community engagement events focusing on youth development. (e.g. Family Night, Family Fun Day, Apartment Visits, Registration Events, STEM Night, and additional informational seminars)

Strategy's Expected Result/Impact: Establish opportunities for effective two-way communication between the district and stakeholders.

Cultivate a synergy of purpose between parents and staff for the benefit of the students.

advance opportunities for student enrichment to participate and attend BISD and community activities beyond the classroom.


Build partnerships with educators, parents, guardians, mentors, and community leaders.

Staff Responsible for Monitoring: District and campus personnel vary due to the event


Formative Reviews

Moderate Progress

November

 Accomplished

January

 Accomplished

March

June

Strategy 2

Maintain and increase fidelity with recruitment and participation of mentors (e.g. Be the One Mentor, Beaumont ISD Champions, ROAR)

Strategy's Expected Result/Impact: Establish opportunities for effective two-way communication between the district and stakeholders

Build partnerships with educators, parents, guardians, mentors, and community leaders

Staff Responsible for Monitoring: At-Risk Coordinator, Parent Engagement Coordinator, Coordinator of Business Community Partnerships, Principals, and designated staff.

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Performance Objective 6 High Priority

By 2030, 90% of TEA safety mandates will be implemented.

Evaluation Data Source: Safety implementation plan

Strategy 1

Ensure that trained peace officers/public safety officers are available at every campus.

Strategy's Expected Result/Impact: Promote a culture of safe and positive personal interactions between students and staff; students and students; and staff and staff.

Staff Responsible for Monitoring: Peace Officers, Public Safety Officers, Maintenance

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 2

Updated legislative Law and Best Practices. Ensure training for Intruder Detection Correction Training.

Strategy's Expected Result/Impact: Maintain a focus on teaching and learning about the importance of safe practices for students.

Staff Responsible for Monitoring: Peace Officers, Public Safety Officers, Maintenance

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June


Strategy 3

Ensure that all officers are trained on mental health and de-escalation training.


Strategy's Expected Result/Impact: Create an environment that supports mental health and physical well-being for students and staff ensuring officers are certified.

Staff Responsible for Monitoring: Peace Officers, Public Safety Officers, Maintenance


Formative Reviews

 Accomplished

November

 Accomplished

January

 Accomplished

March

June


Strategy 4

Campus security will conduct daily door sweeps for every campus and Administration/Annex buildings. Monitoring of the CCTV room (District-wide)

Strategy's Expected Result/Impact: Officer visibility and interacting with students, high visibility patrol of campuses and surrounding perimeters.

Staff Responsible for Monitoring: Peace Officers, Public Safety Officers, Maintenance


Formative Reviews

 Accomplished

November

Considerable Progress

January

 Accomplished

March

June

Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

Performance Objective 1

BISD will increase the efficacy of quality tier one instruction in all classrooms by 10% during the 2025 - 2026 school year.

Evaluation Data Source: Walkthrough data and formative and summative assessments

Strategy 1

Implement weekly planning meetings aligned to internalization protocols for curriculum implementation that focus on content understanding, sequencing of activities, deep dives and modeling of key lessons, and organization of resources.

Strategy's Expected Result/Impact: By effectively internalizing lessons and content, teachers are able to deliver quality tier one instruction to students, resulting in higher student achievement.

Staff Responsible for Monitoring: Content Coordinators and instructional coaches will plan, facilitate, and model for teaching staff. Campus Instructional Leadership Teams will monitor.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Monthly Instructional Coach training to ensure a deep knowledge of core coaching moves and strategies such as real time feedback and co-teaching so that they can effectively support and train teachers on strong tier one instruction in the classroom.

Strategy's Expected Result/Impact: By building coaching capacity, teachers are better supported and equipped to consistently deliver tier one instruction.

Staff Responsible for Monitoring: Director of Professional Development and Content Coordinators will facilitate monthly trainings. Executive Director of C & I will monitor training cadence. Director of Professional Development and Campus Principals will monitor coaching documentation of supports.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 3

Implementation of the current district Instructional Playbook, focusing on Lesson Cycle/Internalization, Academic Monitoring/Feedback, Small Group Instruction, and Student Discourse/Questioning through practice clinics, online training opportunities, aligned content training opportunities, and coaching focus areas.

Strategy's Expected Result/Impact: Focusing on four high-yield strategies with depth and purpose will allow teachers to fully hone these tools for their instructional toolbox through a variety of methods, which will result in stronger instructional delivery and student engagement.

Staff Responsible for Monitoring: Content Coordinators and Director of Professional Development will develop and manage a library of offerings. Instructional Coaches will facilitate and support coaching focus areas. Campus leadership teams will facilitate and support the implementation of practice clinics at faculty meetings. Cabinet-level principal direct report and Executive Director of C & I will monitor.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 2

By June of 2025, BISD will decrease the number of students who do not meet standard on STAAR assessments by 10%.

Strategy 1

Implementation of HB1416 mandatory Accelerated Learning components will target all students who did not meet standard on the previous year STAAR test for content areas. Priority will be given to Math and Reading.

Strategy's Expected Result/Impact: Intervention will be provided to each student at a minimum of 15 hours per content area not met throughout the school year. Students who failed the previous year's STAAR test must receive this instruction.

Staff Responsible for Monitoring: Campus Leadership Team will implement, coordinate and monitor the intervention. Campus Principals will facilitate. Executive Director and C & I department will monitor.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Intervention time will be embedded into the school day at each campus, providing dedicated tutorial time for all students with TEA designated materials.

Strategy's Expected Result/Impact: Dedicated time devoted in the school day to address student learning gaps/needs will result in on-going intervention throughout the school year with embedded progress monitoring checkpoints.

Staff Responsible for Monitoring: Campus Principals will implement. Cabinet level direct report for Principals will monitor.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 3

Meetings will occur with Principals to review and develop achievement goals based on disaggregated data. Principals will meet with their Direct Report to develop these plans and monitor via the campus performance review process.

Strategy's Expected Result/Impact: Every campus will have an achievement plan to be implemented with fidelity.

Staff Responsible for Monitoring: C & I Department will lead. Campus Principals will facilitate. Executive Director of C&I will monitor.

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 4

District created STAAR Success Academy scripted lessons will be created that focus on low-performing, and high frequency TEKS objectives.

Strategy's Expected Result/Impact: Materials will be created and utilized.

Staff Responsible for Monitoring: Content Coordinators in C & I Department will create. Executive Director of C&I Department will monitor.

Formative Reviews

No Progress

Some Progress

November

January

March

June

Performance Objective 3

Initiatives will be implemented by June 2025, on 100% of all campuses to support a culture and climate aligning with BISD's core beliefs.

Strategy 1

The BISD Teacher Mentor program will provide regular opportunities for adjunct teachers to receive mentoring provided in-person and virtually, as well as targeted monthly professional development opportunities.

Strategy's Expected Result/Impact: New and struggling teachers will participate in a mentor program that focuses on supporting the development of pedagogy foundations.

Staff Responsible for Monitoring: Director of Professional Development will implement. Executive Director of C & I will monitor.

Funding Sources: Title II, Part A,

Formative Reviews

Some Progress

Moderate Progress

November

January

March

June

Strategy 2

Basic core pedagogy training for new, alternative certified and struggling teachers will be offered through layered supports such as practice clinics, weekly planning meeting model, one-on-one coaching, and online learning.

Strategy's Expected Result/Impact: A library of professional development resources will be provided to be utilized on campus and through district offerings to increase the pedagogy skills of teachers.

Staff Responsible for Monitoring: Director of Professional Development will implement. Campus leadership teams will support and facilitate campus-based opportunities. Executive Director of C & I will monitor.

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 3

BISD will track and support adjunct teachers through their certification attainment by providing various supports and resources.

Strategy's Expected Result/Impact: Individualized timelines, test taking study materials, and frequent check ins will support teachers in completing their certification process which will increase the number of highly qualified teachers within the district.

Staff Responsible for Monitoring: Educator Program Specialist will implement. Director of Professional Development will monitor and support.

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 4

Continued dissemination of the community media plan to district leadership will continue as the plan is implemented with fidelity.

Strategy's Expected Result/Impact: All district administrators will know and understand the community media plan.

Staff Responsible for Monitoring: Community and Media Relations Department will implement. Director of Community & Media Relations will support. Executive Director of Human Resources will monitor.

Formative Reviews

No Progress

November

January

March

June

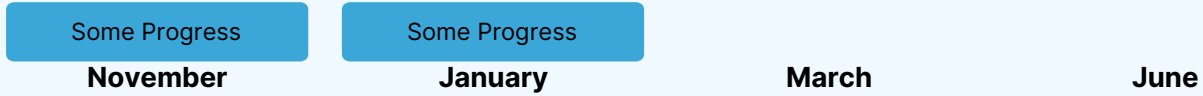
Strategy 5

Campuses and departments will appoint PR liaisons to promote and communicate campus and district achievements to public through a strategic social media plan.

Strategy's Expected Result/Impact: Social Media posting s will be coordinated and occur at least every 2--3 days for campuses / departments.

Staff Responsible for Monitoring: PR Liaisons will promote and communicate. Campus Principals will facilitate. Community Relations Specialist will support. Director of Community & Media Relations will review. Executive Director of Human Resources will monitor.

Formative Reviews



Strategy 6

Identify and train campus personnel who can support the needs of bilingual stakeholders.

Strategy's Expected Result/Impact: Stakeholders will receive communication and be served in a language they understand.

Staff Responsible for Monitoring: Campus Principals will identify. ESL/BIL department will train and support. Director of ESL/BIL will review. Executive Director of C & I will monitor.

Formative Reviews



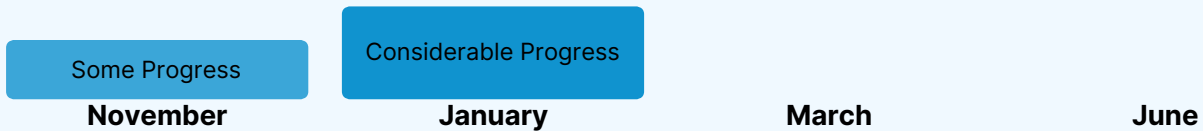
Strategy 7

Increase opportunities to train and share information about BISD with parents and families.

Strategy's Expected Result/Impact: Parent and families will increase understanding of opportunities within BISD for their students.

Staff Responsible for Monitoring: Parent and Family Liaisons will develop and present. C & I Department will support and assist. Campus principals will monitor their Liaisons performance.

Formative Reviews



Performance Objective 4

Throughout the 2024-2025 school year, 100% of campuses will implement systems that address the

needs of the whole child to enable students to learn, develop and reach their potential.

Strategy 1

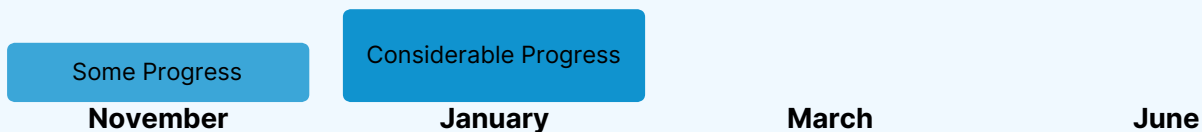
District-wide implementation of trauma-informed teaching and de-escalation strategies will address student emotional needs and impacts from prior events and current events related to a district with a high economically disadvantaged population.

Strategy's Expected Result/Impact: Instructional leaders and teachers are better prepared to address the array of student emotional needs effectively and supportively.

Staff Responsible for Monitoring:

District At-Risk Coordinator, campus Behavior Interventionists, on-campus leadership team, campus counselors, Guidance and Counseling Director, and student wellness coordinators

Formative Reviews



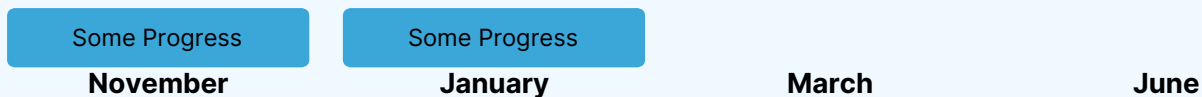
Strategy 2

Proactive classroom management training will be provided for all district instructional leaders, teachers and district specialists, including wellness coordinators and behavior interventionists.

Strategy's Expected Result/Impact: Implementation of district-wide classroom management strategies will provide structures and procedures that will allow for better student-teacher relationships and classroom instruction opportunities.

Staff Responsible for Monitoring: Director of Professional Development will support. Director of Professional Development and At-Risk Coordinator will provide and manage. Executive Director of C & I will monitor.

Formative Reviews



Strategy 3

BISD will not tolerate dating violence and will implement procedures to meet all state guidance such as reporting procedures, creating guidelines to assist victims and creating educational materials on the dangers of dating violence.

Staff Responsible for Monitoring: Director of Leadership Development and Student Services will implement. Senior Director of Student Support Services will monitor.

Formative Reviews



Accomplished



Accomplished



Accomplished

November

January

March

June

Strategy 4

Emphasis will be placed on enhancing Fine Arts throughout the district by training teachers, offering opportunities for student competition, assessing areas of need and then meeting the need.

Strategy's Expected Result/Impact: Students participation in Fine Arts will elevate their learning and desire to attend school.

Staff Responsible for Monitoring: Coordinator of Fine Arts
Director of Fine Arts
Executive Director of C & I

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 5

BISD will continue and expand the implementation of measures on all campuses by June of 2025 that enables special populations to meet or exceed state targets.

Strategy 1

Utilize the district dashboard to identify and track special populations data for success measures.

Strategy's Expected Result/Impact: Special populations will be monitored.

Staff Responsible for Monitoring: Special Services Department will create.
Senior Director for Special Services will monitor.

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 6

BISD will utilize strategic staffing models and retention efforts to support effective instruction and campus

needs.

Evaluation Data Source: Walkthrough data and staffing reports.

Strategy 1 Equity Plan

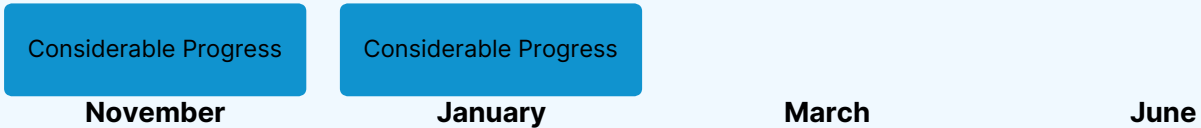
Continue to implement and expand a year-long residency program with a strategic staffing model of gradual release time for host teaching to support on-campus mentees and/or students.

Strategy's Expected Result/Impact: The year-long residency will provide additional support to classrooms and campuses that will impact student achievement and teacher capacity building.

Staff Responsible for Monitoring: Educator Program Specialist will support and implement. Director of Professional Development will lead and manage. Campus leadership teams will facilitate. Executive Director of C&I and Executive Director of HR will monitor.

Funding Sources: Resident Salaries Local Funds, , Host Teacher Stipends Title II, Part A, , Strategic Staffing Grant Focus Grant Funds,

Formative Reviews



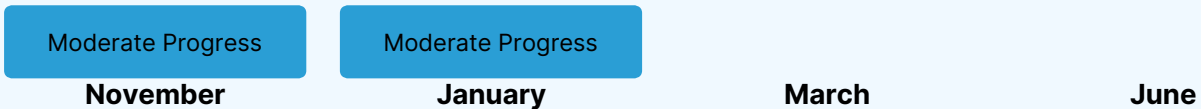
Strategy 2 Equity Plan

Implement and continue Opportunity Culture structures at key campuses to support instruction and staff development.

Strategy's Expected Result/Impact: Opportunity Culture structure will increase the effectiveness and access of quality tier one instruction to increase student achievement.

Staff Responsible for Monitoring: Campus leadership teams will support and facilitate. Executive Director of HR and Cabinet-level direct report of principals will monitor.

Formative Reviews



Strategy 3 Equity Plan

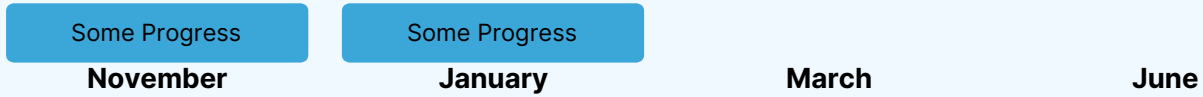
Implement BRACE Extend program at key campuses to support instruction and staff development.

Strategy's Expected Result/Impact: BRACE Extend structure will increase the effectiveness and access of quality tier one instruction to increase student achievement.

Staff Responsible for Monitoring: Educator Program Specialist will support and implement. Director of Professional Development will manage and monitor. Executive Director of HR and Executive of C&I will monitor.

Funding Sources: Extend Teacher Stipends Title II, Part A,

Formative Reviews



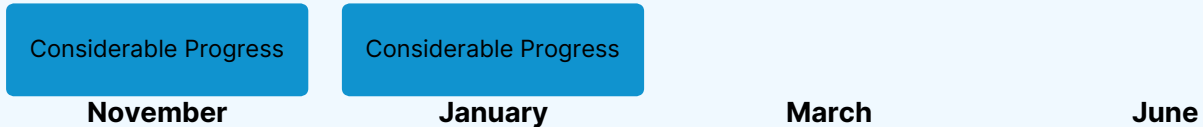
Strategy 4 Equity Plan

Continue and expand the paraprofessional to teacher pipeline (BRACE Equip) to maximize the current district talents and personnel to fill vacancies and campus needs.

Strategy's Expected Result/Impact: Paraprofessionals will earn their bachelors degree and teaching certification which will increase the amount of qualified teachers delivering instruction to students.

Staff Responsible for Monitoring: Educator Program Specialist will support and implement. Director of Professional Development will support and manage. Executive Director of HR and Executive Director of C & I will monitor.

Formative Reviews



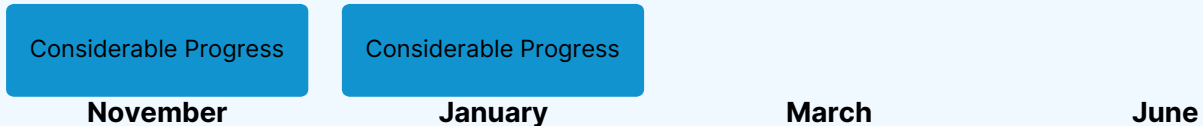
Strategy 5

BISD will recruit visiting certified teachers internationally to support campuses in filling high-need vacancies for continuous instruction for students.

Strategy's Expected Result/Impact: Filling these vacancies with certified teachers will improve the instruction that students receive.

Staff Responsible for Monitoring: Executive Director of HR will monitor.

Formative Reviews





Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	10/17/2024	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	10/17/2024	D'Lana Barbay	10/30/2024



Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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

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

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

PURPOSE

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

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

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

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

REQUIRED
CURRICULUM

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

FOUNDATION
CURRICULUM

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

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

ENRICHMENT
CURRICULUM

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

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

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

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

LOCAL CREDIT

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

LOCAL
INSTRUCTIONAL PLAN

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

MAJOR
CURRICULUM
INITIATIVES

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

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

Education Code 28.002(g)

COMMON CORE
STATE STANDARDS

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

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

COORDINATED
HEALTH PROGRAMS

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

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

Education Code 38.013; 19 TAC 102.1031(a)

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

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

PHYSICAL EDUCATION

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

A physical education course shall:

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

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

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

STUDENT/TEACHER
RATIO

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

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

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

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

CLASSIFICATION FOR
PHYSICAL EDUCATION

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

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

19 TAC 74.31

SCHOOL HEALTH
ADVISORY COUNCIL

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

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)

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. *Education Code 28.004(l)*

CONTENT OF HUMAN
SEXUALITY
INSTRUCTION

The Board shall determine the specific content of the District's instruction in human sexuality. *Education Code 28.004(h)*

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:

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; and
5. 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.

Education Code 28.004(e)

CONDOMS

The District may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

SEPARATE
CLASSES

If the District provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FB regarding single-sex classes under Title IX]

NOTICE TO
PARENTS

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:

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. *Education Code 38.061*

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. *Education Code 38.062–.063*

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. *25 TAC 37.531, .538*

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.

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*

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)

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)*

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

BULLYING
PROHIBITED

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

DEFINITION

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

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

This conduct is considered bullying if it:

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

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

PLANNING AND
DECISION-MAKING
PROCESS

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

The planning and decision-making requirements do not:

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

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

EVALUATION

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

ADMINISTRATIVE
PROCEDURE

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

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

Education Code 11.251(d)

FEDERAL
REQUIREMENTS

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

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

REQUIRED PLANS

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

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

Education Code 11.251(a)

SHARED SERVICES
ARRANGEMENT
FOR DAEP
SERVICES

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

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

19 TAC 103.1201(b)

DISTRICT
IMPROVEMENT
PLAN

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

The district improvement plan must include provisions for:

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

- 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:

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

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

Education Code 38.0041

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

CAMPUS-LEVEL
PLAN

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

Each campus improvement plan must:

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

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

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

Education Code 11.253(d)

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

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

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

SUICIDE
PREVENTION

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

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

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

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

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

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

MENTAL HEALTH,
SUBSTANCE ABUSE
PREVENTION, AND
SUICIDE PREVENTION

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

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

Health and Safety Code 161.325

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

CHILD ABUSE AND
MALTREATMENT

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

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

The training shall address:

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

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

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

Education Code 38.0041

STUDENT DISCIPLINE

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

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

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

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

Education Code 37.0181

SPECIAL PROGRAMS
TRAINING

TEXAS
ADOLESCENT
LITERACY
ACADEMIES

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

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

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

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

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

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

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

GIFTED AND
TALENTED
EDUCATION

A district shall ensure that:

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

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

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

19 TAC 89.2

ELECTIVE BIBLE
COURSE

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

AUTOMATED
EXTERNAL
DEFIBRILLATORS

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

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

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

Education Code 22.902

EXTRACURRICULAR
ACTIVITY SAFETY
TRAINING

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

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

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

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

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

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

RECORDS

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

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

Education Code 33.206; 19 TAC 76.1003(e)

STEROIDS

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

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

Education Code 33.091(c-1)

CONCUSSIONS

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

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

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

continuing education credit by the licensing authority for athletic trainers.

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

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

Education Code 38.158

RESOURCES FOR
STAFF DEVELOPMENT

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

**District Police
Department**

To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.

Supervisory
Authority

The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.

Jurisdiction

The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Police Authority

Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. District police officers shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in administrative hearings concerning the alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

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

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

Complaints

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

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

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

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

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

Access to Services by Member Districts:

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

Section 2: Program Information

ESC Region 5 Responsibilities:

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

District Responsibilities:

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

Shannon Allen

Member District
Superintendent

Date

Region 5 ESC
Migrant Specialist

Date

7/9/19

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

Quick Overview

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

Details

Funding Allocation within the SSA:

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

Member District: **Beaumont ISD**

Entitlement: **\$6,224**

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

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

Program Assurance:

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

Section 1: Administrative Guidelines of SSA

Organization

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

Provisions, Assurances, and Certifications

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

Ownership of Assets and Notice of Grant Award Status

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

Use of Funds

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

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

[Handwritten signature]

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

RECEIVED
MAY 11 2011

[Handwritten signature]

cc: T. Armstrong



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



Dear Superintendent:

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

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

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

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

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

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

Sincerely yours,

A handwritten signature in black ink, appearing to be "B. Thompson", written in a cursive style.

Brenda Thompson
Migrant Program

Priority for Service (PFS) Action Plan for Migrant Students

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

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

PFS Criteria Summary

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

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

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

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

School Year: 2019 - 2020

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

<p><u>Goal(s):</u> To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.</p>	<p><u>Objective(s):</u> To assist all PFS students with the necessary supplemental services per the identified need. All PFS students will be served accordingly and documentation of efforts made towards achieving student success will be kept on file for review by the state agency.</p>
--	---

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	ESC MEP Staff	NGS Priority for Service Report
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 2019	ESC MEP Staff	LEA PFS Action Plans
Additional Activities			
<ul style="list-style-type: none"> ▪ ESC MEP Staff will contact LEA with PFS Report findings and to request student information/LEA will submit requested information to ESC for review and coordinate with the ESC to provide the needed service per identified need. 	Monthly	ESC MEP Staff / LEA MEP Contact	NGS Priority for Service Report/ESC PFS Contact Log/Individual PFS Progress Review

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

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

LEA Signature

Date Completed

ESC Signature

Date Received



Statutory At Risk Criteria 1-13

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

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

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

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

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

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

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

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

Pregnancy Related Services Include:

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

ADDENDUM

Pregnancy Related Services

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

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

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

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

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