

## Regular Meeting

Thursday, October 16, 2025 3:00 PM

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

### I. INTRODUCTION

#### I.A. ROLL CALL

#### I.A.1. BOARD WORKSHOP

I.A.1.a. Introduction of  
Workshop: Superintendent  
Evaluation Training & Goal  
Setting

I.A.2. CLOSED SESSION (CLOSED TO  
PUBLIC) - BOARD WILL CONVENE IN  
CLOSED SESSION UNDER CHAPTER 551  
OF THE TEXAS GOVERNMENT CODE,  
SECTIONS 551.071, 551.072,  
551.073, 551.074, 551.076,  
551.083, 551.084 AND/OR 551.087,  
TO DELIBERATE ON THE FOLLOWING:

#### I.A.2.a. LEGAL

I.A.2.a.1. Pending or  
contemplated litigation  
matters and status report

I.A.2.a.2. Matters on which  
the school district legal  
counsel's duties to the  
school district under the  
Texas Disciplinary Rules of  
Professional Conduct or the  
State Bar of Texas Clearly  
conflicts with the Texas Open  
Meetings Act

I.A.2.a.2.1. Consultation with  
counsel regarding mandatory  
reporting and investigation status

I.A.2.a.2.2. Consultation with  
counsel regarding procedure to fill  
vacant board position

#### I.A.2.b. PERSONNEL

I.A.2.b.1. Deliberation  
regarding the appointment,  
employment, evaluation,  
reassignment, duties, proposed  
terminations, terminations and  
suspensions, proposed  
nonrenewals, renewals, and  
resignation/retirements,  
discipline, and/or dismissal of  
a public officer or employee,  
including the superintendent,

and/or hear complaints and  
grievances against public  
officers or employees

I.A.2.b.1.1. Consider  
candidates for appointment of  
board member to fill vacant  
Trustee Position District 3

I.A.2.c. REAL ESTATE

I.A.2.c.1. Deliberation  
regarding the purchase,  
exchange, lease or value of real  
property

I.A.2.d. ECONOMIC DEVELOPMENT

I.A.2.d.1. Deliberation  
regarding an offer of a  
financial or other incentive to  
a business prospect related to  
economic development  
negotiations

**II. PUBLIC HEARING - 6:00 pm**

II.A. FIRST



**SCHOOL  
FIRST**  
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

# PUBLIC HEARING

**October 16, 2025**



# What is School FIRST?



Adopted by TEA in response to SB 875 of the 76<sup>th</sup> Texas Legislature in 1999

TEA implemented numerous changes effective over the years and continues to do so.



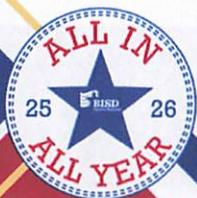
# What is the Purpose?



Primary goal to achieve quality performance in the management of school district's financial resources

Expands the public education accountability system in Texas to include Financial Services

Assure the maximum allocation of resources for direct instructional purposes



# School FIRST Transition



House Bill 5, Section 49, 83rd Texas Legislature amended Section 39.082 Texas Education Code (TEC), Public School System Accountability, to address in part, the future financial solvency of school districts.

Under the statute and adopted rules, TEA will take into consideration a district's School FIRST rating when assigning a final accreditation status.



# Objectives



Assess the quality of financial management in Texas public schools.

Fairly evaluate the quality of financial management decisions.

Openly report results to the general public.



# 21 Indicators

## 4 Critical Indicators

Indicators 1-4

Failure to meet the requirements will cause a school district to fail the FIRST for the applicable school year.

## 7 Ceiling Indicators

Indicators 4, 5, 6, 16, 17, 20 and 21 are ceiling indicators

Adds additional criteria to designated indicators.

If the additional ceiling criteria is not met by the school district, a predetermined maximum number of points and highest applicable Schools FIRST rating are assigned to the school district.

Several indicators have a wider sliding scale range to allow a high, medium, or low points award for those indicators (from 0 to 10 points)



# 2024-2025 Available Ratings



<b>A - Superior Achievement</b>	<b>90-100</b>
<b>B - Above Standard Achievement</b>	<b>80-89</b>
<b>C - Meets Standard Achievement</b>	<b>70-79</b>
<b>F - Substandard Achievement</b>	<b>0-69</b>

Note: the District must pass indicators 1-4 or the district's rating is F for Substandard Achievement regardless of the points earned.



# Critical Indicators



1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?

***Yes, District submitted November 22, 2024***

2. Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)

***Yes, Unmodified Opinion received***



# Critical Indicators



3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?

***Yes, the district did not default on debt agreements.***

4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

***Ceiling passed. Yes, the district made timely payments to TRS, IRS and other government agencies.***



# Solvency Indicators



5. Was the total unrestricted Net Position balance (Net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Positions greater than zero? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.)

***Passed***



# Solvency Indicators



6. Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?

***Ceiling passed. Yes, the district's average change in fund balance is  $-.025\%$ .***

7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

***10 out of 10 points. The district had 102.3 days cash on hand.***



# Solvency Indicators

8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?  
**10 out of 10 points. The district's ratio is 3.023.**
  
9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?  
**10 out of 10 points. The district had more than 60 days of cash on hand.**



# Solvency Indicators



10. ***This indicator is not being evaluated.***

11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator.

***10 out of 10 points. The district's ratio of long-term liabilities to total assets is 35.77%.***



# Solvency Indicators



12. Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?  
**10 out of 10 points. District's debt per \$100 of assessed property value ratio is 1.2282.**
  
13. Was the school district's administrative cost ratio equal to or less than the threshold ratio?  
**8 out of 10 points. District Administrative Cost Ratio is 10.85%.**
  
14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.  
**10 out of 10 points.**



# Financial Competency Indicators



15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA?

***The district submitted projections to TEA that were within the allotted range.***

16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

***Ceiling passed. Total variance of 3.0%***



# Financial Competency Indicators

17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?

***Passed***

18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?

***10 out of 10 points***



# Financial Competency Indicators



19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?

**5 out of 5 points**

20. Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)

**Passed**



# Financial Competency Indicators



21. Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?

***Passed***



# 2024-2025 FIRST Rating



District Score: 98 out of  
100 possible points!

Rating:

**A = Superior Achievement**



# Schools FIRST Ratings History



2025 - Superior  
2024 - Superior  
2023 - Superior  
2022 - Superior  
2021 - Superior  
2020 - Superior  
2019 - Superior

**7 Consecutive Years!**



# 2024-2025 FIRST Rating



# Questions?





# 2025

## ANNUAL FINANCIAL MANAGEMENT REPORT

### 2024-2025 RATINGS BASED ON 2023-24 SCHOOL YEAR DATA



## Table of Contents

Overview .....	3
Two Year Comparison .....	4
The TEA Ratings Worksheet	
2024-2025 RATINGS BASED ON SCHOOL YEAR 2023-2024 DATA-DISTRICT STATUS DETAIL ...	5
DETERMINATION OF RATING .....	8
CEILING INDICATORS .....	9
Discussion of Base Indicators.....	10
Superintendent’s Current Employment Contract .....	16
Other Required Information	
Summary Schedule of Total Reimbursements .....	17
Compensation and/or Fees .....	18
Gifts Received by the Executive Officers .....	19
Business Transactions with Board Members .....	20
Glossary of Terms .....	21

## Overview

The Financial Integrity Rating System of Texas (School FIRST) was developed by the Texas Education Agency (TEA) in response to senate Bill 875 of the 76<sup>th</sup> Texas Legislature in 1999. It is administered by TEA and calculated on information submitted to TEA via our Public Education Information Management System (PEIMS) submission each year.

During the 77<sup>th</sup> regular session of the Texas Legislature in 2001, Senate Bill 218 was passed and signed into law by Governor Perry shortly thereafter. This law requires each school district to prepare an annual financial accountability report and hold a public hearing within two months of receiving the official ratings. The primary goal of Schools FIRST is to achieve quality performance in the management of school district's financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system.

The primary objective of the rating system is to assess the quality of financial management in Texas public schools. A secondary objective is to measure and report the extent to which financial resources in Texas public schools assure the maximum allocation possible for direct instructional purposes. Other objectives reflect the implementation of a rating system that fairly and equitably evaluates the quality of financial management decisions.

Major changes to the Schools FIRST system were implemented by the TEA in August 2015 that combined financial indicators with financial solvency indicators, in accordance with House Bill 5 of the 83rd Texas Legislature in 2013. The changes to the Schools FIRST system implemented by the TEA in August 2015 were phased-in over three years. The Commissioner of Education made several changes to Schools FIRST in the Texas Administrative Code beginning with ratings year 2020-2021. The Schools FIRST rating system for the rating year 2024-2025 (based on 2023-2024 data) consists of 21 base indicators of which two indicators were not scored by the TEA.

The School FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts: "A" for "Superior Achievement"; "B" for "Above Standard Achievement"; "C" for "Meets Standard Achievement"; and "F" for "Substandard Achievement". Districts that receive the "Substandard Achievement" ratings under the School FIRST must file a corrective action plan with TEA.

Beaumont Independent School District currently has a rating of "**Superior Achievement**" for the 2024-2025 fiscal year. This is the 7th year in a row that the District has achieved the highest rating.

## Two Year Comparison

### BEAUMONT INDEPENDENT SCHOOL DISTRICT FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) Based on Data from Fiscal Year Ended August 31, 2023

#	Criteria Description	School Year		2022-2023	
		2023-2024	2022-2023	Yes/No	Score
1	Was the annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending upon the district's fiscal year end date of June 30 or August 31, respectively?	Yes		Yes	
2	Was there an unmodified opinion in the AFR on the financial statements as a whole?	Yes		Yes	
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?	Yes		Yes	
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	Yes	Ceiling Passed	Yes	
5	Was the total net position in the governmental activities column in the Statement of Net Position greater than zero?		Ceiling Passed		Ceiling Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25% decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?	Yes	Ceiling Passed	Yes	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	Yes	10	Yes	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	Yes	10	Yes	8
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	Yes	10	Yes	10
10	This indicator is not being evaluated.		10		10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?	Yes	10	Yes	10
12	Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?	Yes	10	Yes	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	Yes	8	Yes	6
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years?	Yes	10	Yes	10
15	Was the school district's ADA within the allotted range of the biennial pupil projection(s) submitted to TEA?	Yes	5	N/A	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Yes	Ceiling Passed	Yes	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instances of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?	Yes	Ceiling Passed	Yes	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instances of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?	Yes	10	Yes	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	Yes	5	Yes	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?	Yes	Ceiling Passed	Yes	Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	Yes	Ceiling Passed	Yes	Ceiling Passed
<b>TOTAL SCORE (Total Possible = 100)</b>			<b>98</b>		<b>94</b>

## The TEA Ratings Worksheet

The following pages contain the 2023–2024 School FIRST rating worksheet detailing the district’s performance on each of the twenty–one indicators as published by the Texas Education Agency. The worksheet is followed by an explanation of the indicators and information as to how ratings are assessed.

### Financial Integrity Rating System of Texas

## 2024-2025 RATINGS BASED ON SCHOOL YEAR 2023-2024 DATA - DISTRICT STATUS DETAIL

<b>Name:</b> <b>BEAUMONT ISD(123910)</b>		<b>Publication Level 1:</b> 8/8/2025 12:54:09 PM	
<b>Status:</b> <b>Passed</b>		<b>Publication Level 2:</b> 8/8/2025 4:49:42 PM	
<b>Rating:</b> A = Superior Achievement		<b>Last Updated:</b> 8/8/2025 4:49:42 PM	
<b>District Score:</b> 98		<b>Passing Score:</b> 70	
#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district’s fiscal year end date of June 30 or August 31, respectively?</u>	4/23/2025 6:09:52 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	4/23/2025 6:09:52 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	4/23/2025 6:09:52 PM	Yes

4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	4/23/2025 6:09:52 PM	Yes  Ceiling Passed
			1 Multiplier Sum
5	<u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/23/2025 6:09:52 PM	Ceiling Passed
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/23/2025 6:09:52 PM	Ceiling Passed
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:52 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:52 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:52 PM	10

10	This indicator is not being evaluated.		10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	4/23/2025 6:09:52 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	4/23/2025 6:09:52 PM	10
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:52 PM	8
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	4/23/2025 6:09:52 PM	10
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections? See ranges below in the Determination of Points section.</u>	4/23/2025 6:09:52 PM	5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/23/2025 6:09:52 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	4/23/2025 6:09:52 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	4/23/2025 6:09:52 PM	10

19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	4/23/2025 6:09:52 PM	5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	4/23/2025 6:09:52 PM	Ceiling Passed
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	4/23/2025 6:09:52 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			98 Score

## DETERMINATION OF RATING

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70
<p><b>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the</b></p>		

**third year after the annexation/consolidation.**

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

**CEILING INDICATORS**

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

<b>Determination of rating based on meeting ceiling criteria.</b>	<b>Maximum Points</b>	<b>Maximum Rating</b>
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 5</b> (Total Net Position) - Negative total net position and do not have 7% or more or 1.000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement
<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 21</b> (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

## Discussion of Base Indicators

- 1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?**

This indicator merely states the District's requirement for timely reporting.

Beaumont ISD met all reporting requirements set by the TEA.

- 2. Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)**

A "modified" opinion to the independent auditors' report on the fair presentation of the financial statements indicates that there exists one or more specific exceptions to the auditors' general assertion that the financial statements are fairly presented.

Beaumont ISD obtained an unmodified audit opinion. This indicates that the District's records were in good condition and fairly present the District's financial position.

- 3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)**

This indicator is used to make certain that the District has made all debt/obligation payments based on the agreed upon financing terms.

Beaumont ISD has met this requirement.

**4. Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?**

This indicator seeks to ensure the District fulfilled its obligation to the TRS, TWC and IRS to transfer payroll withholding and to fulfill any additional payroll related obligations required to be paid by the District.

Beaumont ISD fulfilled all payroll obligations to the TRS, TWC, and IRS.

**5. Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)**

This indicator determines if the total net position in the governmental activities column of the Statement of Net Position as reported in the Annual Financial Report is greater than zero. A positive net position demonstrates financial solvency.

Beaumont ISD met this requirement.

**6. Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures?**

This indicator measures the percentage change in fund balance to see whether the fund balance is declining too quickly, and if it is declining, whether sufficient fund balance remains to operate for at least 75 days.

Beaumont ISD had an average change in fund balance over 3 years of -0.25% and the current years assigned and unassigned fund balance was \$61,087,670, which exceeded the 75 day requirement of \$36,233,284.

**7. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.**

This indicator measures how long in days after the end of the fiscal year the District could have disbursed funds for its operating expenditures without receiving any new revenues.

Beaumont ISD had 102.3 days of cash on hand and current investments which exceeds the target amount to meet operating expenditures.

**8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?**

This indicator measures whether the District had sufficient short-term assets at the end of the fiscal year to pay off its short-term liabilities.

Beaumont ISD's current assets to current liabilities ratio was 3.023 which exceeds the target amount to cover short-term debt.

**9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?**

This indicator measures whether the District spent more than it earned.

The District's number of days of cash on hand was greater than 60 days.

**10. This indicator is not being evaluated.**

**11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)**

This indicator measures the ratio of long-term liabilities to total assets.

Beaumont ISD had a ratio of 0.3577.

**12. What is the correlation between future debt requirements and the district's assessed property value?**

This indicator asks about the school district's ability to make debt principal and interest payments.

Beaumont ISD's debt per \$100 of assessed property value ratio was 1.2282.

**13. Was the school district's administrative cost ratio equal to or less than the threshold ratio?**

TEA set a cap on the percentage of the budget that Texas school district can spend on administration, which is based on the size of the district.

The cap on the administrative cost ratio set by TEA for the 2023-24 fiscal year to receive the maximum points for this indicator was 8.55% for district with a student population greater than 10,000. Beaumont ISD maintained an administrative cost ratio of 10.85% and received 8 points for this indicator.

**14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.**

If a decline in student enrollment is occurring, this indicator measures if the decline in total staff is in proportion to the declining enrollment over a 3-year period.

Beaumont ISD did not have a decline in student enrollment.

**15. Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's projections?**

This indicator determines whether the pupil projections submitted to TEA are less than or equal 7%.

Beaumont ISD submitted projections to TEA that were within the allotted range.

**16. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)**

This indicator measures the quality of data reported to PEIMS and in the District's AFR to ensure the data reported in each case is consistent. This information is compared in all fund types. The acceptable variance level is 3.0%.

Beaumont ISD met this requirement with a variance level of 3.0%.

**17. Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)**

An unmodified opinion on the District's AFR indicates that the district has no material weaknesses in internal controls. Any internal weaknesses create a risk that the district is not able to properly account for its use of public funds and should be immediately addressed. Beaumont ISD met this requirement by having no disclosure of any material weaknesses in internal controls.

**18. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)**

This indicator measures whether the district is complying with laws, rules, and regulations related to the expenditure of grant funds, contracts, and other state and federal funds.

Beaumont ISD met this requirement.

**19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?**

This indicator measures whether the district is complying with legal requirements related to financial transparency by posting all required information.

Beaumont ISD met this requirement.

**20. Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?**

This indicator measures whether the district's administration and school board had the opportunity to consider the impact of changes to local, state, and federal funding on the finances of the district.

Beaumont ISD met this requirement.

**21. Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?**

This indicator determines if the district has an adjusted repayment schedule for an overallocation of FSP funds.

Beaumont ISD did not have an adjusted repayment schedule.

## **Superintendent's Current Employment Contract**

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2024. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's website. If published on the internet, the contract is to remain assessable for twelve months.

[www.bmtisd.com>Departments>Superintendent>Superintendent's Contract](http://www.bmtisd.com/Departments/Superintendent/Superintendent's_Contract)

## Disclosures

### Summary Schedule of Total Reimbursements

#### Beaumont ISD Superintendent and Board Member Reimbursements for the Twelve-Month Period Ended June 30, 2025

	Meals	Lodging	Registration	Transportation	Other	Total
Dr. Shannon Allen	\$ 791.00	\$ 4,069.40	\$ 585.00	\$ 1,433.70	\$ 329.60	\$ 7,208.70
Yolanda Avery	177.00	441.56	560.00	439.60	65.53	\$ 1,683.69
Robert C. Dunn	561.00	3,013.47	702.00	491.86	253.00	\$ 5,021.33
Joe Evans, Jr.	341.00	1,746.59	200.00	1,086.16	135.00	\$ 3,508.75
Tillie Hickman	325.00	1,967.19	30.00	-	-	\$ 2,322.19
Stacey Lewis, Jr.	383.00	1,670.58	727.00	1,043.00	177.20	\$ 4,000.78
Woodrow Reece, II	193.00	747.00	552.00	380.56	50.88	\$ 1,923.44
Thomas Sigee, Sr.	447.00	2,480.52	1,382.00	1,300.36	225.93	\$ 5,835.81
Denise Wallace-Spooner	591.00	2,471.09	727.00	1,198.44	135.00	\$ 5,122.53

Note – The spirit of the rule is to capture all “reimbursements” for fiscal year 2024, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:

- Meals – Meals consumed off the school district’s premises, and in-district meals at area restaurants (excludes catered meals for board meetings).
- Lodging – Hotel charges
- Transportation – Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.
- Other – Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

## Compensation and/or Fees

Outside Compensation and/or Fees Received by Superintendent Allen for Professional Consulting and/or Other Personal Services for the Twelve-Month Period Ended June 30, 2025

Name(s) of Entity(ies)	Amount Received
NONE	\$0

## Gifts Received by the Executive Officers and Board Members

Summary Schedule of Total Dollar Amount by Superintendent and Board Members (and First-Degree Relatives, if any) in Fiscal Year 2025

MEMBER	TOTAL
Superintendent Dr. Shannon Allen	\$0
District 1 – Joe Evans, Jr.	\$0
District 2 – Yolanda Avery	\$0
District 3 – Woodrow Reece II	\$0
District 4 – Thomas Sigee	\$0
District 5 – Matilda “Tillie” Hickman	\$0
At Large – Denise Wallace-Spooner	\$0
At Large – Robert C. Dunn, Sr.	\$0

## Business Transactions with Board Members

### Business Transactions Between School District and Board Members for Fiscal Year 2025

MEMBER	TOTAL
Superintendent Dr. Shannon Allen	\$0
District 1 – Joe Evans, Jr.	\$0
District 2 – Yolanda Avery	\$0
District 3 – Woodrow Reece II	\$0
District 4 – Thomas Sigee	\$0
District 5 – Matilda “Tillie” Hickman	\$0
At Large – Denise Wallace-Spooner	\$0
At Large – Robert C. Dunn, Sr.	\$0

Note – The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.

## Glossary of Terms

**Annual Financial Report (AFR):** The audited annual financial report required by TEC section 44.008, that is due to TEA by no later than 150 days after the close of a school district's or an open-enrollment charter school's fiscal year.

**Ceiling indicator:** An upper limit (the maximum score) at which a score from a standard limit of a specific indicator will result regardless of overall points.

**Debt:** An amount of money owed to a person, bank, company, or other organization.

**Electronic submission:** The TEA electronic data feed format required for use by school districts, open-enrollment charter schools, and regional education service centers (ESCs).

**Financial Integrity Rating System of Texas (FIRST):** The financial accountability rating system administered by the TEA in accordance with the TEC sections 39.082 and 39.085. The system provides additional transparency to public education finance and meaningful financial oversight and improvement for school districts (School FIRST) and open-enrollment charter schools and charter schools operated by a public institution of higher education under TEC, Chapter 12, Subchapters D and E (Charter FIRST).

**Fiscal Year:** The fiscal year of a school district or an open-enrollment charter school, which begins on July 1 or September 1 of each year, as determined by the board of trustees of the district or the governing body of the charter holder in accordance with the TEC, §44.0011.

**Foundation School Program (FSP):** The program established under the TEC, Chapters 46, 48, and 49 or any successor program of state appropriated funding for school districts in this state.

**Summary of Finances (SOF) report:** The document of record for FSP allocations. An SOF report is produced for each school district and open enrollment charter school by the TEA division responsible for state funding that describes the school district's or open-enrollment charter school's funding elements and FSP state aid.

**Texas Student Data System Public Education Information Management System (TSDS PEIMS):** The system that school districts and open-enrollment charter schools use to load, validate, and submit their data to the TEA.

**Warrant hold:** The process by which state payments issued to payees indebted to the state, or payees with a tax delinquency, are held by the Texas Comptroller of Public Accounts until the debt is satisfied in accordance with the Texas Government Code section 403.055.

II.A.1. Public Comment(s)

III. REGULAR OPEN BOARD MEETING

III.A. INTRODUCTION OF REGULAR MEETING

III.A.1. United States and Texas Flags  
Pledges of Allegiance

III.A.2. Recognitions

III.B. STUDENT OUTCOMES

III.B.1. Superintendent's Report

III.B.2. Cabinet Report

III.B.2.a. Board Outcome Goals  
Progress Monitoring Report:  
BOY Data



## Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

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

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

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

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

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

**Recommendation:** Information Only

**Budget Impact\* (if applicable):** NONE

**Funding Source (if applicable):** NONE

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

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

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

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

  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



# Beaumont ISD School Board Outcome Goals

Progress Monitoring Report:  
Beginning of the Year (BOY Data)

October 16, 2025



## 2025–2030 BOARD OUTCOME GOALS



1. The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from **32% to 64% by June 2030.**
2. The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from **26% to 52% by June 2030.**
3. The percentage of graduates that meet the criteria for CCMR will increase from **65% to 90% by August 2030.**
4. Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports. (Community, Parent, Teacher and Student Perception, SEL, Discipline, Safety Measures)
5. Beaumont ISD will increase the percentage of students in "A or B" rated schools from **15% to 50% by August 2030.**



## Sources of Data

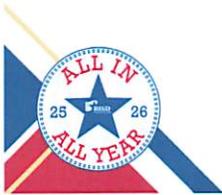


### RLA

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

### Math

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



## PK-5 Reading Data



cliengage

Pre Kindergarten  
Reading

mCLASS<sup>®</sup>  
★ TEXAS

Kindergarten-Grade 5  
RLA



## Pre-Kindergarten Data CLI Engage/CIRCLE Reading



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY 25-26	986	55%	13%	32%



## Kindergarten Data mCLASS Reading



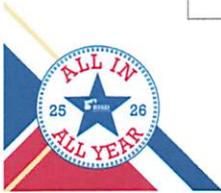
	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY 25-26	1,022	41%	18%	41%



# 1st Grade Data mCLASS Reading



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (Kinder)	1,007	61%	11%	28%
BOY 25-26	1,084	39%	16%	45%



# 2nd Grade Data mCLASS Reading



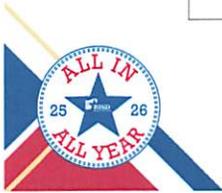
	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (1st)	1,095	59%	12%	29%
BOY 25-26	1,123	42%	12%	46%



## 3rd Grade Data mCLASS Reading



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (2nd)	1,086	54%	12%	34%
BOY 25-26	1,070	44%	17%	39%



## 4th Grade Data mCLASS Reading



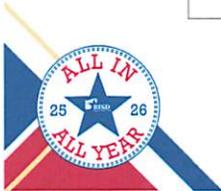
	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (3rd)	1,183	49%	15%	36%
BOY 25-26	1,133	49%	21%	30%



# 5th Grade Data mCLASS Reading



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (4th)	1,078	46%	17%	37%
BOY 25-26	1,142	37%	21%	42%



## PK-5 Math Data



cliengage

Pre Kindergarten  
Math

nwea  
map  
GROWTH

Kindergarten-Grade 5  
Math



## Pre-Kindergarten Data CLI Engage/CIRCLE Math



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY 25-26	986	71%	9%	20%



## Kindergarten Data NWEA MAP Math



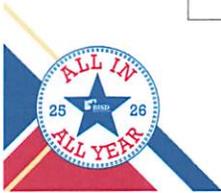
	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
BOY 25-26	1,008	55%	24%	21%



## 1st Grade Data NWEA MAP Math



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (Kinder)	903	55%	18%	27%
BOY 25-26	1,070	60%	15%	25%



## 2nd Grade Data NWEA MAP Math



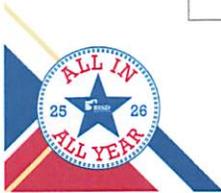
	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (1st)	981	42%	23%	35%
BOY 25-26	1,072	46%	26%	28%



## 3rd Grade Data NWEA MAP Math



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (2nd)	960	38%	25%	37%
BOY 25-26	1,075	55%	22%	23%



## 4th Grade Data NWEA MAP Math



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (3rd)	1,049	48%	17%	35%
BOY 25-26	1,108	51%	24%	25%



# 5th Grade Data NWEA MAP Math



	Total # of Students Tested	% Tier 1 At/Above	% Tier 2 Below	% Tier 3 Well Below
EOY 24-25 (4th)	959	42%	16%	42%
BOY 25-26	1,138	50%	23%	27%



# QUESTIONS?



III.C. PUBLIC COMMENTS

III.D. INFORMATION ITEMS

III.D.1. Update on Personnel  
Activities

III.D.2. Report for Tax Collections



## Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

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

**Agenda Item Title:** Report – Tax Collections

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

**Additional Presenter(s):**

**Executive Summary:** N/A

**Recommendation:** N/A

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

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

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

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

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

Cheryl Hernandez  
Cabinet Level Presenter's Signature

10/8/2025  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**Tax Collection Report**  
**September 30, 2025**

	<b>Taxes Collected</b>			
	<b>9/30/25</b>		<b>9/30/24</b>	
	M & O	I & S	M & O	I & S
Current	132,476.64	26,850.30	140,402.66	48,333.57
Delinquent	85,837.43	25,633.44	106,072.88	28,516.23
Penalties & Interest	72,120.53	18,184.46	95,477.69	27,388.80
<b>Totals</b>	<b>290,434.60</b>	<b>70,668.20</b>	<b>341,953.23</b>	<b>104,238.60</b>

	<b>Current Taxes</b>			
	<b>Tax Levy</b>	<b>Collections for 09/30/2025</b>	<b>YTD Current Collections</b>	<b>Collected Percentage</b>
	131,311,178.16	159,326.94	128,111,560.31	97.56%

<b>Two Year Comparison</b>	
<b>Current Year as of 09/30/2025</b>	<b>Prior Year as of 09/30/2024</b>
97.56%	97.93%

**AGENDA:**  
**October 16, 2025**

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



**Board Exhibit Cover Sheet**

**Meeting Date:** October 16, 2025

**Agenda Item/Exhibit Number:** **III.D.3.**

**Agenda Item Title:** Report – General Fund Summary

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

**Additional Presenter(s):**

**Executive Summary:** N/A

**Recommendation:** N/A

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

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

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

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

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

Cheryl Hernandez  
Cabinet Level Presenter's Signature

10/8/2025  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**BEAUMONT INDEPENDENT SCHOOL DISTRICT**  
**GENERAL FUND**  
General Fund Summary  
September 30, 2025

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
<b>REVENUES</b>					
Property Tax Collection (including delinquencies)	103,118,147	290,435	927,645	-	102,190,502
Sources of Misc Income (Foreign Trade Zone, Athletics...)	13,431,804	1,565,625	2,017,469	-	11,414,335
State Program Revenues	70,581,481	32,249,823	40,225,397	-	30,356,084
Federal Program Revenues	4,023,361	173,607	277,959	-	3,745,402
Other Financing Sources	130,000	-	20,483	-	109,517
<b>Total Revenues</b>	<b>191,284,793</b>	<b>34,279,490</b>	<b>43,468,953</b>	<b>-</b>	<b>147,815,840</b>
<b>EXPENDITURES</b>					
11 Classroom	95,942,079	1,703,430	11,898,733	353,671	83,689,675
12 Library	1,349,747	20,425	154,016	2,773	1,192,959
13 Staff Development	613,892	4,128	107,604	36,568	469,720
21 Asst Sups, Directors, Supervisors, Curriculum Coordinators	4,500,091	55,846	723,220	67,338	3,709,533
23 Principal, Asst. Principals, Office Clerical	11,459,645	194,318	1,722,541	24,573	9,712,531
31 Counselors	9,980,876	121,469	1,514,532	102,736	8,363,608
32 Social Workers	259,917	211	38,810	-	221,107
33 Nurses	2,493,147	37,505	293,187	12,073	2,187,887
34 Transportation	7,546,406	263,790	1,327,923	1,650,017	4,568,465
36 Extracurricular	7,923,234	228,796	1,011,340	545,198	6,366,695
41 Administration	7,890,106	146,741	1,783,926	146,672	5,959,508
51 Maintenance and Utilites	28,351,895	1,212,119	4,749,033	1,929,940	21,672,923
52 Police and Monitoring Services	4,733,779	101,212	975,298	75,161	3,683,321
53 Data Processing Personnel	4,442,066	128,624	1,277,263	588,125	2,576,678
61 Parent involvment Liaisons, Day Car Workers	256,617	893	20,397	2,457	233,762
71 Debt Service	1,114,965	1,114,964	1,114,964	-	1
93 Fiscal Agent - Shared Service for Deaf Program	401,950	-	-	-	401,950
95 Juvenile Justice Alternative Ed Program	161,860	-	-	161,860	-
99 Other Intergovernmental Charges	3,683,301	222,800	222,800	-	3,460,501
<b>Total Expenditures</b>	<b>193,105,573</b>	<b>5,557,269</b>	<b>28,935,588</b>	<b>5,699,161</b>	<b>158,470,824</b>
<b>Net increase (decrease)</b>	<b>(1,820,780)</b>				

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



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

<b>West Brook High School</b>	<b>\$ 21,492.00</b>
<b>Explanation:</b> Car Registrations, AP Exams, Commissions/Vending Machines, ID Fines, Program Ads, Chromebook Fees	
<b>Beaumont United High School</b>	<b>\$ 2,824.00</b>
<b>Explanation:</b> ID Fines, Car Registration, ID Fines, Chromebook Fees, YONDR Pouch Fines	
<b>Smith Middle School</b>	<b>\$ 601.00</b>
<b>Explanation:</b> Commissions/Vending Machines, YONDR Pouch Fines	
<b>Marshall Middle School</b>	<b>\$ 3,017.00</b>
<b>Explanation:</b> Chromebook Fees, ID Fines, Commissions/Vending Machines	
<b>Odom Academy</b>	<b>\$ 1,628.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Chromebook Fees, YONDR Pouch Fines	
<b>Vincent Middle School</b>	<b>\$ 187.00</b>
<b>Explanation:</b> Cell Phone Fines, Chromebook Fees	
<b>Amelia Elementary</b>	<b>\$ 615.00</b>
<b>Explanation:</b> Donation	
<b>Caldwood Elementary</b>	<b>\$ 1,685.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Curtis Elementary</b>	<b>\$ 3,255.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Fletcher Elementary</b>	<b>\$ 2,965.00</b>
<b>Explanation:</b> Chromebook Fees, Cheer Package Payments, Library Fines	
<b>Guess Elementary</b>	<b>\$ 1,875.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Chromebook Fees	
<b>Regina Howell Elementary</b>	<b>\$ 20,548.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Homer Drive Elementary</b>	<b>\$ 500.00</b>
<b>Explanation:</b>	
<b>Pietzsch Elementary</b>	<b>\$ 210.00</b>
<b>Explanation:</b> Chromebook Fees, YONDR Pouch Fines	
<b>Dishman Elementary</b>	<b>\$ 1,473.00</b>
<b>Explanation:</b> Commissions/Vending Machines, Chromebook Fees	
<b>Blanchette Elementary</b>	<b>\$ 70.00</b>
<b>Explanation:</b> Chromebook Fees	
<b>Martin Elementary</b>	<b>\$ 13.00</b>
<b>Explanation:</b>	

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

<b>Jones-Clark Elementary</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Charlton-Pollard Elementary</b>	<b>\$ 1,536.00</b>
<b>Explanation:</b>	
<b>Fehl Price Elementary</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Bingman Pre-K Center</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Pathways Learning Center</b>	<b>\$ 95.00</b>
<b>Explanation:</b>	
<b>Career and Technical Center</b>	<b>\$ 6,308.00</b>
<b>Explanation:</b> Cell Phone Fines, CTE Program Proceeds	
<b>Brown Center</b>	<b>\$ 849.00</b>
<b>Explanation:</b>	
<b>Transportation Dept</b>	<b>\$ 220.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Maintenance Dept</b>	<b>\$ 21.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Administration Building</b>	<b>\$ 49.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Admin. Annex Building</b>	<b>\$ 25.00</b>
<b>Explanation:</b> Commissions/Vending Machines	
<b>Police Dept.</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>King Collegiate Academy</b>	<b>\$ 1,481.00</b>
<b>Explanation:</b> Chromebook Fees, Car Registration, Library Fines	
<b>School for the Deaf (Deaf Ed.)</b>	<b>\$ -</b>
<b>Explanation:</b>	
<b>Fine Arts Department</b>	<b>\$ -</b>
<b>Explanation:</b>	

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

		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Revenues</u></b>				
Local Revenue - Other Sources	461.00.5749.00	280,521	73,542	354,063
<b><u>Expenditures</u></b>				
	<b><u>School Leadership</u></b>			
West Brook High School	461.XX.6499.00.008.00.000	48,796	21,492	70,288
Beaumont United High School	461.XX.6499.00.014.00.000	43,863	2,824	46,687
Smith Middle School	461.XX.6499.00.042.00.000	1,805	601	2,406
Marshall Middle School	461.XX.6499.00.046.00.000	12,444	3,017	15,461
Odom Academy	461.XX.6499.00.047.00.000	13,361	1,628	14,989
Vincent Middle School	461.XX.6499.00.048.00.000	12,239	187	12,426
Amelia Elementary	461.XX.6499.00.101.00.000	878	615	1,493
Caldwood Elementary	461.XX.6499.00.104.00.000	8,365	1,685	10,050
Curtis Elementary	461.XX.6499.00.105.00.000	6,641	3,255	9,896
Fletcher Elementary	461.XX.6499.00.110.00.000	15,383	2,965	18,348
Guess Elementary	461.XX.6499.00.112.00.000	4,954	1,875	6,829
Regina Howell Elementary	461.XX.6499.00.118.00.000	52,378	20,548	72,926
Horner Drive Elementary	461.XX.6499.00.123.00.000	1,020	500	1,520
Pietzsch Elementary	461.XX.6499.00.125.00.000	2,284	210	2,494
Dishman Elementary	461.XX.6499.00.126.00.000	1,441	1,473	2,914
Blanchette Elementary	461.XX.6499.00.127.00.000	1,568	70	1,638
Martin Elementary	461.XX.6499.00.128.00.000	1,730	13	1,743
Jones Clark Elementary	461.XX.6499.00.129.00.000	12,757	-	12,757
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	3,728	1,536	5,264
Fehl Price Elementary	461.XX.6499.00.131.00.000	1,742	-	1,742
Bingman Pre-K Center	461.XX.6499.00.132.00.000	784	-	784
Pathways Learning Center	461.XX.6499.00.006.00.000	50	95	145
Career and Technical Center	461.XX.6499.00.009.00.000	18,579	6,308	24,887
Brown Center	461.XX.6499.00.012.00.000	977	849	1,826
Transportation Dept	461.XX.6499.00.920.00.000	969	220	1,189
Maintenance Dept	461.XX.6499.00.819.00.000	316	21	337
SSA Deaf Program	461.XX.6499.00.838.00.000	51	-	51
Administration Building	461.XX.6499.00.842.00.000	3,372	49	3,421
Admin. Annex Building	461.XX.6499.00.843.00.000	262	25	287
Police Dept.	461.XX.6499.00.850.00.000	307	-	307
King Collegiate Academy	461.XX.6499.00.013.00.000	7,457	1,481	8,938
Fine Arts Department	461.XX.6499.00.849.00.000	20	-	20
	Total Expenditures	<u>280,521</u>	<u>73,542</u>	<u>354,063</u>
<b>BUDGET CHANGE</b>				
	Total Revenues	280,521	73,542	354,063
	Total Expenditures	<u>(280,521)</u>	<u>(73,542)</u>	<u>(354,063)</u>
	Adjusted Surplus	-	-	-

**DONATION REPORT - SEPTEMBER 2025  
MONETARY DONATIONS**

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
James and Susan Bell	Career Center FFA LDE Competition	461.00.5749.00.009.00.C86	\$ 420
Lawrence Evans	Paul Brown Learning Center	461.00.5749.00.012.00.C86	125
Paul Brown	Paul Brown Learning Center	461.00.5749.00.012.00.C86	200
Judge Ransom Jones	Paul Brown Learning Center	461.00.5749.00.012.00.C86	200
Tri-Con	Homer Drive Elementary School	461.00.5749.00.123.00.C86	500
Demetrius Morgan	Caldwood Elementary School	461.00.5749.00.104.00.C86	250
Tri-Con	Roy Guess Elementary School	461.00.5749.00.112.00.C47	500
Charities Aid Foundation America Exxon Mobil Team Volunteer Involvement Program	Beaumont ISD	199.00.5744.00.000.00.000	3,500
<b>Total Monetary Donations</b>			<b>\$ 5,695</b>

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

<u>Donor Name/Organization</u>	<u>SAF Club/Department</u>	<u>Description of Items</u>	<u>Estimated Value</u>
Will and Joy Crenshaw	Career and Technical Education Center	1996 Fiat Barchetta Vehicle	\$ 8,000
Elsa's Greek Grill	Sallie Curtis Elementary School	Gift card	50
Sweet Basil Vietnamese Noodle House	Sallie Curtis Elementary School	Gift card	50
Gaudie and Company	Sallie Curtis Elementary School	Gift card	50
Oz Café	Sallie Curtis Elementary School	Gift cards (2 @\$20 each)	40
J Wilson's Restaurant and Bar	Sallie Curtis Elementary School	Gift card	40
Chic fil a	Sallie Curtis Elementary School	Gift card	40
Derek McWilliams - Sabine FCU	Marshall Middle School	Chips, candy, sodas and gatorades	250
Magnolia Missionary Baptist Church	Martin Elementary School	Stainless steel Vissani 19 cu. Ft. Top freezer refrigerator	569
Beaumont Breakfast Lion's Club/Billie Blackburn	Roy Guess Elementary School	Poster board, number 2 pencils, handwriting tablets and lanyards	453

III.D.5. Report for Quarterly  
Investment



## Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

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

**Agenda Item Title:** Report – Quarterly Investment Report

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

**Additional Presenter(s):**

**Executive Summary:** Section 2256.023 of the Public Funds Investment Act requires the investment officer to prepare and submit to the governing body of the entity, not less than quarterly, a written report of investment transactions for all funds covered by the Act for the preceding quarter.

**Recommendation:** N/A

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

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

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

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

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

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

  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**QUARTERLY INVESTMENT REPORT  
FOR THE QUARTER ENDED AUGUST 31, 2025**

**Investment Program**

The legal requirements and local authority for investment of District funds are detailed in Board Policy CDA (Legal) and CDA (Local) as adopted by the Board of Managers. The investments utilized by Beaumont ISD for the Quarter Ended August 31, 2025 included TexPool and Lone Star and Investment Pools.

**Investment Position at August 31, 2025**

<u>Investment</u>	<u>Book Value</u>	<u>Market Value</u>
Lone Star Investment Pool	\$ 63,223,071.15	\$ 63,223,071.15
TexPool	4,721,713.79	4,721,713.79
Total	<u>\$ 67,944,784.94</u>	<u>\$ 67,944,784.94</u>

**Investment Activity**

A summary of activity is listed below:

**Schedule of Transactions by Fund Group  
Investments in Lone Star Investment Pool  
Quarter Ended August 31, 2025**

<u>Investment</u>	<u>Carrying Amount 06/01/2025</u>	<u>Additions 06/01/2025- 08/31/2025</u>	<u>Deductions 06/01/2025 - 08/31/2025</u>	<u>Carrying Amount 08/31/2025</u>
General Fund - Corporate Overnight Fund	6,313,255.95	70,535.86	-	6,383,791.81
General Fund - Government Overnight Fund	4,745,343.48	1,402,037.42	2,800,000.00	3,347,380.90
Total General Fund	<u>\$ 83,805,068.64</u>	<u>\$ 19,519,102.26</u>	<u>\$ 50,800,000.00</u>	<u>\$ 52,524,170.90</u>
Debt Service - Corporate Overnight Plus Fund	\$ 5,542,853.00	62,200.66	-	\$ 5,605,053.66
Debt Service - Corporate Overnight Fund	684,415.62	7,645.75	-	692,061.37
Debt Service - Government Overnight Fund	7,653,631.12	368,411.66	3,620,257.56	4,401,785.22
Total Debt Service Fund	<u>\$ 13,880,899.74</u>	<u>\$ 438,258.07</u>	<u>\$ 3,620,257.56</u>	<u>\$ 10,698,900.25</u>
Total Lone Star Investments	<u>\$ 97,685,968.38</u>	<u>\$ 19,957,360.33</u>	<u>\$ 54,420,257.56</u>	<u>\$ 63,223,071.15</u>

**Schedule of Transactions by Fund Group  
Investments in TexPool  
Quarter Ended August 31, 2025**

<u>Type</u>	<u>Carrying Amount 06/01/2025</u>	<u>Additions 06/01/2025- 08/31/2025</u>	<u>Deductions 06/01/2025- 08/31/2025</u>	<u>Carrying Amount 08/31/2025</u>
Debt Service Fund	166,579.22	1,813.98	-	168,393.20
Total Investments	<u>\$ 4,670,849.08</u>	<u>\$ 50,864.71</u>	<u>\$ -</u>	<u>\$ 4,721,713.79</u>

  
Cheryl Hernandez, CFO

  
Stacey Fitch, Comptroller

III.D.6. Report for Construction  
Delivery Method



## Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

**Agenda Item/Exhibit Number:** **III.D.6.**

**Agenda Item Title:** Report - Construction Delivery Method

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

**Additional Presenter(s):**

**Executive Summary:** Pursuant to Board Policy CV(LOCAL), the Superintendent shall report the construction contracting method to be used for construction contracts. The construction contracting (delivery) methods on the attached list reflect the projects and methods that provide the best value to the District.

**Recommendation:**

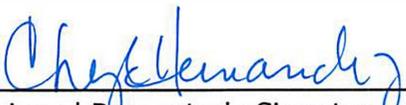
**Budget Impact\* (if applicable):**

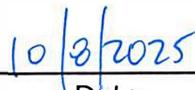
**Funding Source (if applicable):**

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):**  
CV(LEGAL); CV(LOCAL)

**Policy Reference (if applicable, list policy/regulation):** CV(LEGAL); CV(LOCAL)

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

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

  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date



### Construction Delivery Method

Project Name	Procurement Method
Chiller Replacement Project at Charlton-Pollard E.S.	Competitive Sealed Proposal

III.D.7. Districtwide Intruder  
Detection & Audit Report Findings

III.D.8. Report of Facilities  
Subcommittee

III.E. CONSENT AGENDA

III.E.1. Minutes of Regular Board  
Meeting on September 18, 2025, and  
September 25, 2025,

III.E.2. Approve Personnel  
Recommendations that include  
Chapter 21 and Director Employees

III.E.3. Approve Extra Duty Pay for  
Bmt ISD ExxonMobil 7th Grade Bridge  
to STEM Program



## Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

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

**Agenda Item Title:** Consider approval of Extra Duty Pay for Beaumont ISD–ExxonMobil 7th Grade Bridge to STEM Program

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

**Additional Presenter(s):** Lachandra Cobb-Eaglin, Stem Coordinator

**Executive Summary:** The administration recommends approval of extra duty pay for employees participating in the Beaumont ISD - ExxonMobil 7th Grade Bridge to STEM Program. This initiative, supported through partnership with ExxonMobil, is designed to strengthen the academic foundation and STEM readiness of 7th grade students through enrichment in Reading/Language Arts, Mathematics, and STEM project-based learning. Employees supporting the program will be compensated at a rate of \$45 per hour.

**Recommendation:** Approve extra duty pay at a rate of \$45 per hour, for employees serving in the ExxonMobil 7th Grade Bridge to STEM Program and add this rate to the District's Board-approved Compensation Plan.

**Budget Impact\* (if applicable):**

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

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

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

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

Cabinet Level Presenter's Signature

Date

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

Date

General Counsel's Signature

Date

III.E.4. Approve Rankings and Contract  
Award for Grease Trap Cleaning  
Services (RFP 26.07)



**REQUEST FOR PROPOSAL EVALUATION TABULATION  
 BEAUMONT INDEPENDENT SCHOOL DISTRICT  
 RFP 26.07 – GREASE TRAP CLEANING SERVICES**

**PROPOSAL EVALUATION TABULATION  
 PROPOSAL OPENING SEPTEMBER 24, 2025 @ 2:00 P.M.**

<u>OFFEROR'S COMPANY NAME</u>	<u>RESPONSIVE</u>	<u>TOTAL POINTS SCORED</u>	<u>RANKING</u>
WasteWater Transport Services <b>(Recommended)</b>	Y	85.98	1
Southwaste Disposal	Y	79.00	3
Liquid Environmental Solutions	Y	83.82	2

Evaluators:

Mary Ellen Vivrett – Child Nutrition Director  
 MyKell LaBlue – Child Nutrition Coordinator; Chef  
 Charlotte O’pry – Child Nutrition Secretary

Evaluation Criteria

Possible Points

Price Proposal	60 points
Experience & Reputation	10 points
Quality of Proposer’s Services	10 points
Extent to which meets BISD needs	20 points

**PROPOSAL FORM/SPECIFICATIONS  
IDENTIFICATION OF OFFEROR AND ACCEPTANCE OF TERMS**

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

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

**1.2 SUBMITTED BY:** Wastewater Transport Services  
Address: 10217A Wallisville Rd Houston TX  
Phone No.: 713-828-5487 Email: stacy@wastewaters.com Date: 8/14/25 7706  
Signature: 

**1.3 PROPOSAL SCOPE OF WORK:**

- 1.3.1 Grease trap clean outs will be performed three (3) times a year as follows:**
  - First clean out: To begin November, 2025 and completed by November 22, 2025.
  - Second clean out: To begin March 2026 and completed by March 29, 2026.
  - Third clean out: To begin after May 27, 2026 and completed by July 2026.

BISD's Child Nutrition Director will coordinate scheduling of services.
- 1.3.2 Furnish all labor and equipment to pump and clean out grease traps and remove waste materials at the agreed upon dates for the 25 sites listed below. BISD may add additional sites during the Contract Term, as deemed necessary by BISD, as permitted by applicable law, rules, and regulations.**
- 1.3.3 Proposer must have waste hauler permit with the City of Beaumont and provide evidence of such permit with its proposal response.**
- 1.3.4 Proposer must provide for each site City of Beaumont Regulatory Services Division Non-Hazardous Manifest for Waste Haulers. The grease trap (contractor) shall sign a copy of the manifest as well as the driver. It shall be the responsibility of the (contractor) to insure they receive a copy of the manifest from the hauler after the grease traps have been cleaned and that they receive a final copy of the manifest after the waste has been disposed of at the final disposal site and the facility has signed the manifest. The manifests must be submitted within twenty-one (21) days of servicing the traps. This must also be provided to the Director of Child Nutrition.**

Failure to comply with the City of Beaumont's timelines listed in section 1.3; 1.3.4 & 1.3.5 may result in cancellation of contract, without notice, at the discretion of the BISDs Director of Child Nutrition.

## PROPOSAL FORM/SPECIFICATIONS

Proposal Pricing should include any and all fees associated with performing services including energy fees, environmental fees, etc. The District will not accept nor process payments of additional fees that are not including in this proposal. By submitting an offer, the District understands that the Offeror/Contractor agrees to these terms.

**Section 1:**

				Gallons	Proposal Price for one-time cleaning & manifest
Amelia	565 Major Dr	Beaumont	77707	4500	\$ 1497.60
Annex Building	4315 Concord Rd	Beaumont	77703	200	\$ 520.00
Bingman.	5265 S Kenneth Ave	Beaumont	77705	4500	\$ 1497.60
Blanchette	2550 Sarah St	Beaumont	77705	4500	\$ 1497.60
Beaumont United	3443 Fannett Rd	Beaumont	77705	2200	\$ 732.60
Caldwood	102 Berkshire Ln	Beaumont	77707	4500	\$ 1497.60
Charlton Pollard	825 Jackson St	Beaumont	77701	4500	\$ 1497.60
Curtis	6225 N Circuit Dr	Beaumont	77706	4500	\$ 1497.60
Dishman	3475 Champions Dr	Beaumont	77707	1350	\$ 449.28
Fehl Price	3350 Blanchette St	Beaumont	77701	4500	\$ 1497.60
Fletcher	1055 Avenue F	Beaumont	77701	4500	\$ 1497.60
Guess	8055 Old Voth Rd	Beaumont	77708	800	\$ 515.84
Homer	8950 Homer Dr	Beaumont	77708	1350	\$ 449.28
Jones Clark	3525 Cleveland Ave	Beaumont	77703	4500	\$ 1497.60
King	1400 Avenue A	Beaumont	77701	2160	\$ 718.85
Marshall	6455 Gladys Ave	Beaumont	77706	200	\$ 520.00
Martin	3500 Pine Sr	Beaumont	77703	4500	\$ 1497.60
Odom	2550 W Virginia St	Beaumont	77705	700	\$ 516.88
Pie/Mac	4301 Highland Ave	Beaumont	77705	1350	\$ 449.28
Regina Howell	5850 Regina Ln	Beaumont	77706	4500	\$ 1497.60
Smith	4415 Concord Rd	Beaumont	77703	6000	\$ 517.92
Vincent	350 Eldridge Dr	Beaumont	77707	300	\$ 499.20
West Brook	8750 Phelan Blvd	Beaumont	77706	800	\$ 515.84
Pathways	2300 Victoria St	Beaumont	77701	600	\$ 517.92
Pie/Mac South	4500 Highland Ave	Beaumont	77705	7000	\$ 2329.60
<b>Total (sum of one-time cleanings for listed locations)</b>					<b>\$ 27,724.53</b>

Total Proposal Price for three (3) cleanings per year: \$ 83,173.59

III.E.5. Approve Renewal of Medicaid  
Collection Service (RFP 24.07)



## Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

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

**Agenda Item Title:** Approve Renewal of Medicaid Collection Services (RFP 24.07)

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

**Additional Presenter(s):** Richelle Brooks

**Executive Summary:** A Request for Proposals was issued for Medicaid Collection Services in FY 2024. The scope of work is to conduct and complete an analysis to determine the number of children with disabilities eligible to receive services through the SHARS program. The vendor will also serve as the billing agent for the District and will file and process claims through Medicaid. The contract was approved for one year, with three optional, one-year renewals. This is the second renewal.

**Recommendation:** Approve the renewal for Medicaid collection services to Onward Learning.

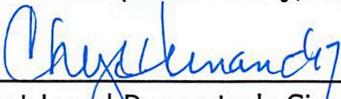
**Budget Impact\* (if applicable):** Estimated \$50,000.

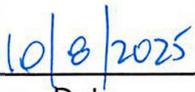
**Funding Source (if applicable):** General Fund

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

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

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

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

  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**REQUEST FOR PROPOSAL AND EVALUATION TABULATION  
 BEAUMONT INDEPENDENT SCHOOL DISTRICT  
 RFP 24.07 – MEDICAID COLLECTION SERVICES (SHARS)**

**PROPOSAL EVALUATION TABULATION  
 PROPOSAL OPENING SEPTEMBER 11, 2023 @ 2:00 P.M.**

<u>OFFEROR'S COMPANY NAME</u>	<u>RESPONSIVE</u>	<u>TOTAL POINTS SCORED</u> (possible 400)
TASB Special Education Solutions	Y	249
Public Consulting Group, LLC	Y	172
MSB Consulting Group, LLC	Y	201
<b>Onward Learning (AWARDED)</b>	<b>Y</b>	<b>361</b>
Texas State Billing Services, Inc.	Y	184
Medicaid Finance & Consulting Services	Y	281

The following criteria was used by the District for evaluation and recommendation for the award of the contract:

1. The price proposal
2. Project experience & reputation
3. Quality of vendor's goods & services
4. Extent to which the goods and services meet the district's needs
5. Impact on the ability of BISD o comply with laws and rules relating to HUBS
6. Vendor's past relationship with the district
7. Total long-term cost to the district to acquire vendor's goods & services
8. For a contract for goods & services – whether the vendor or vendor's parent company (a) has its principle place of business in TX; or (b) employs at least 500 persons in TX

BISD Evaluators:  
 Erica Redmon  
 Phyllis Thibodeaux  
 Grace V. Ruiz  
 Tina Lee



CONTRACT RENEWAL

Vendor: Onward Learning

Contract: RFP 24.07

Dear Sir or Madam,

We are writing to inform you that the contract for Medicaid Services between your company and Beaumont ISD, which commenced in/on October 2023 is due for renewal and approval by our Board of Trustees.

The District has been pleased with the services provided by your company and as we approach the end of the current contract term, we are interested in continuing our partnership. Therefore, we would like to extend an invitation to you to renew the contract for an additional year.

Please confirm your intention regarding the renewal of the contract by selecting the appropriate box below and signing on the signature line. If you require any further information or have any questions regarding the renewal process, please do not hesitate to contact me.

Thank you for your continued partnership and the valuable services you have provided to the District. We look forward to the possibility of continuing work together in the coming year.

Sincerely,

Kristin Gentry  
Director of Purchasing  
Beaumont ISD  
P. 409-617-5246

Yes, we agree to renew for an additional year.

No, we do not wish to renew for an additional year.

Texas Special Education Software Solutions LLC dba Jeffrey Dominguez

(Vendor/Company Name)

Representative Name (printed)

10/01/2025

Representative Signature

Date

**Administration Building**  
3395 Harrison Avenue  
Beaumont, TX 77706  
p 409-617-5000  
bmtisd.com

III.E.6. Approve Interlocal Agreement  
with the Texas Department of  
Criminal Justice



# Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2026

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

**Agenda Item Title:** Approve Interlocal Agreement with Texas Department of Criminal Justice for Bus Repair Services

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

**Additional Presenter(s):** Corey Metts

**Executive Summary:** This Interlocal Agreement between the District and the Texas Department of Criminal Justice (TDCJ) establishes a cooperative arrangement allowing TDCJ to perform repair services on the District's school buses. Approval of this agreement will authorize the District to engage TDCJ for school bus repair services as needed under the terms outlined.

**Recommendation:** Approve Interlocal Agreement with Texas Department of Criminal Justice.

**Budget Impact\* (if applicable):**

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

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

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

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

Cheryl Hernandez  
Cabinet Level Presenter's Signature

10/8/2025  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**INTERLOCAL AGREEMENT BETWEEN  
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND  
TEXAS CORRECTIONAL INDUSTRIES  
FOR SCHOOL BUS RENOVATION SERVICES**

This Interlocal Agreement (“Agreement”) for Services is made and entered into on this \_\_\_\_\_ day of \_\_\_\_\_, 2025, by and between Beaumont Independent School District (“District”), located in Beaumont, Texas 77706, and the Texas Department of Criminal Justice, dba Texas Correctional Industries (“Contractor”), 1697 FM 980 Huntsville, Texas 77343, for Contractor to provide services to the District, in accordance with the terms and conditions specified herein.

**Recitals**

The District is a political subdivision of the State of Texas, established to promote education in Jefferson County, Texas. The Contractor is an agency of the State of Texas. Both the District and Contractor desire to set forth in writing the terms and conditions of their agreement for the Contractor to provide certain services to the District, which services are in support of the District’s educational objectives. In consideration of the mutual covenants and conditions contained in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties intending to be legally bound agree as follows:

1. **Purpose.** The District agrees to retain Contractor and Contractor agrees to provide services to the District as Contractor and to perform the duties and provide all necessary labor and resources needed to provide the services set forth in Paragraph 2 – Scope of Work. Contractor shall also perform such other related services and duties as are customarily performed by a Contractor in a similar position.
2. **Scope of Work.** Contractor agrees to perform the following services for District: School Bus Repairs. Exhibit A includes a detailed Scope of Work that sets out the services (hereinafter “Services”) Contractor agrees to provide, as needed and authorized in writing by the District.
3. **Term.** This Agreement is for services beginning October 16, 2025 and ending October 15, 2028 (“Term”), unless terminated as provided herein. All extensions of this Agreement shall be subject to the terms and conditions specified herein. This Agreement may be extended by mutual written consent of the parties, contingent upon approval of the District’s Board of Trustees, as may be required.
4. **Compensation.** The District will pay Contractor an amount not to exceed \$ n/a - see Exhibit A, for Services provided in Exhibit A. The District shall not reimburse Contractor for mileage expenses. Contractor will invoice the District periodically throughout the Term of the Agreement in accordance with Section 7 of this Agreement. The District is Texas sales and use tax exempt and will not reimburse Contractor for any Texas sales taxes incurred by Contractor. In the event that any payment(s) to Contractor under this Agreement are subsequently disallowed by a state or federal grant awarding agency or in the event that the District is required to refund any funding received from a state or federal grant awarding agency relating to Contractor’s work, to the maximum extent permitted by applicable law, Contractor shall repay to the District, on demand, the amount of any such disallowed costs and/or refund(s). The District may, in its sole discretion, deduct the amount(s) of any such disallowed costs and/or refund(s) from subsequent payments to Contractor under this Agreement.
5. **Review of Progress.** Contractor will work diligently to meet all timelines mutually established by Contractor and the District. The District reserves the right to monitor the progress of Contractor. Upon request by the District, Contractor shall provide periodic status reports to the District with approximate timelines for completion of the Services, and other information reasonably requested by the District.
6. **Inspection and Acceptance of Service.** The District reserves the right to inspect the Services provided under this Agreement at all reasonable times and places during the Term. If any of the Services do not conform to the requirements set forth in this Agreement, the District may elect, in the District’s sole discretion, to: (i) require Contractor to perform the Services again in conformity with such requirements, with no additional charge to the District; or (ii) equitably reduce payment due Contractor to reflect the reduced value of the Services performed. These remedies do not limit other remedies available to the District in this Agreement or otherwise available by

**INTERLOCAL AGREEMENT BETWEEN  
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND  
TEXAS CORRECTIONAL INDUSTRIES  
FOR SCHOOL BUS RENOVATION SERVICES**

law.

7. ***Billing and Payment/ Invoices.*** Contractor shall submit original invoices to the District, Attn: Accounts Payable Department, as statements of services rendered. Contractor shall submit invoices within a timely manner during the District's fiscal year in which the good(s) and/or services are purchased. The invoices shall include the following: purchase order number, date of invoice, billing period, dates of service, list of services provided daily including dates and amount of time spent performing each service, detailed descriptions of the services provided on each of the dates listed including location where services were provided, invoice number, contact information, deliverables under the Agreement, and certification of service provided through a signature by a company representative. Invoices shall be mailed to the District at the following address:

Beaumont ISD  
Attn: Accounts Payable Department  
3395 Harrison Ave  
Beaumont, TX 77706

Contractor is required to submit to the District a completed Vendor Packet including, as applicable; IRS Form W-9 for the current tax year, Criminal History Certification, Felony Conviction Notice, Conflict of Interest Questionnaire, and other forms required by the District before payment is rendered. Payment to Contractor shall be made only after Services are performed and not before. Advance payment to Contractor is strictly prohibited.

In accordance with Texas Government Code § 2251.021, payments are due to Contractor within forty-five (45) days after the later of the following: (1) the date the District receives the goods under the Agreement; (2) the date the performance of the service under the Agreement is completed; or (3) the date the District receives an invoice for the goods or service. Contractor agrees to pay any subcontractors, if any, the appropriate share of the payment received from the District not later than the tenth (10th) day after the date Contractor receives the payment from the District. Contractor shall be responsible for satisfaction of all applicable IRS standards concerning reporting of income and payments to Contractors' subcontractors and/or employees, if any. The exceptions to payments made by the District and/or Contractor listed in Texas Government Code § 2251.002 shall apply to this Agreement. Invoices received more than 60 days after the date the work was performed will not be paid by the District.

Failure to send the invoices to the Accounts Payable Department will delay payment. Contractor certifies that no work has been performed before the Effective Date of this Agreement (as hereinafter defined). Invoices submitted by Contractor for work performed prior to the Effective Date of the Agreement (as hereinafter defined) may not be honored by the District, in the District's sole discretion. The District may purchase services from the Contractor through the District's Purchasing Director using the District's purchase order process; this Agreement shall govern all conditions and service terms between Contractor and the District. In the event that Contractor's personnel begin work before Contractor receives a valid purchase order and/or the signing of this Agreement, Contractor agrees that the District is not liable for payment of such services rendered.

8. ***Contractor Status.*** It is the intention of the parties that Contractor be a Contractor and not an employee, agent, joint venturer, or partner of the District. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between the District and either Contractor or any employee or agent of Contractor, nor shall anything in this Agreement be construed as creating or establishing a joint venture or business partnership between the District and either Contractor or any employee or agent of Contractor. Contractor will be solely responsible for determining the means and methods for performing the Services and shall furnish all tools, materials, transportation, and personal incidentals necessary in the performance of the Services. Contractor shall be responsible for any and all applicable social security and

**INTERLOCAL AGREEMENT BETWEEN  
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND  
TEXAS CORRECTIONAL INDUSTRIES  
FOR SCHOOL BUS RENOVATION SERVICES**

personal income taxes that may become due as a result of any payments made by the District hereunder and Contractor shall indemnify and hold the District harmless in this regard. Contractor will be free to contract for similar services to be performed for other entities while Contractor is under contract with the District.

9. **Compliance with Applicable Law and District Rules, Regulations, and Requirements.** Contractor agrees to comply and certifies compliance with all federal, state, and local laws, acts, rules, regulations, and ordinances, as applicable, including, but not limited to the Education Department General Administrative Regulations ("EDGAR"), 2 C.F.R. Parts 200 and 3474, and 34 C.F.R. Parts 75-77 and 81. If applicable, Contractor certifies compliance with all provisions, laws, acts, regulations, rules, and ordinances as detailed in the District's Certifications form, "Required Contract Provisions for Non-Federal Entity Contracts under Federal Awards – Appendix II to 2 C.F.R. Part 200," which is incorporated by reference herein. Contractor further certifies compliance with all applicable provisions, laws, acts, regulations, rules, and ordinances, including but not limited to those referenced in the District's Vendor Packet completed by Contractor, which is incorporated by reference herein. Further, Contractor agrees to and shall comply with all rules, regulations, and requirements of the District and the school campus(es) on which any Services are to be performed.
10. **Subcontractors.** If the District gives written permission for Contractor to subcontract any of the Services, Contractor shall ensure that each subcontractor complies with all provisions of this Agreement. Contractor shall require each subcontractor to maintain and to furnish Contractor with satisfactory evidence of Workers Compensation, Employer's Liability, and such other forms and amounts of insurance which Contractor deems reasonably adequate. Contractor shall remain liable for the acts and omissions of such subcontractor(s) and the proper performance and delivery of the Services.
11. **Liability.** Contractor shall take all precautions necessary for the safety of and prevention of damage to the District's property and for the safety of and prevention of injury to persons, including the District's employees and students, Contractor's employees, and third parties (including but not limited to guests, invitees, and the like), on the District's property. All Services are performed entirely at Contractor's risk.
12. **INDEMNITY.** TO THE FULLEST EXTENT PERMITTED BY LAW, CONTRACTOR SHALL INDEMNIFY AND HOLD HARMLESS THE DISTRICT, ITS TRUSTEES, OFFICERS, EMPLOYEES, AND AGENTS FROM AND AGAINST ALL LIABILITY, LOSS, DAMAGE, EXPENSE (INCLUDING REASONABLE LITIGATION COSTS AND ATTORNEY'S FEES), AND CLAIMS FOR INJURY TO OR DEATH OF ANY PERSON, OR INJURY OR DAMAGES RECEIVED OR SUSTAINED BY ANY PERSON OR PERSONS OR PROPERTY, ARISING OUT OF OR OCCASIONED BY, DIRECTLY OR INDIRECTLY, PERFORMANCE UNDER THIS AGREEMENT (COLLECTIVELY, "CLAIM"), INCLUDING CLAIMS ARISING IN WHOLE OR IN PART FROM THE NEGLIGENCE OF THE DISTRICT, WHETHER OR NOT THE CLAIM ARISES FROM THE NEGLIGENCE, WILLFUL ACT, BREACH OF CONTRACT, OR VIOLATION OF LAW BY CONTRACTOR, ITS EMPLOYEES, AGENTS, CONTRACTORS, OR SUBCONTRACTORS.
13. **Insurance.** Unless the District's Purchasing Director agrees in writing to waive the following requirements, Contractor shall comply with all of the District's insurance requirements. Contractor shall maintain and provide Certificates of insurance evidencing insurance coverage in the amount specified by the District. The District shall be named as an additional insured on such insurance policies. Contractor shall cause the insurance policies to: provide that any losses will be payable notwithstanding any act or negligence of the District or any other person; provide that the insurer will have no right of subrogation against the District; and be reasonably satisfactory to the District in all other respects. Certificates of Insurance on the current ACORD form shall be issued to the District showing all required insurance coverage prior to the start of work. Contractor shall assure that the District will receive written notice of at least thirty (30) days in advance of the effective dates of any reduction, modification, cancellation, or termination of such insurance policies.

**INTERLOCAL AGREEMENT BETWEEN  
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND  
TEXAS CORRECTIONAL INDUSTRIES  
FOR SCHOOL BUS RENOVATION SERVICES**

**Insurance Requirements Waiver** – IF the Insurance Requirements are not applicable to the Services or if BISD otherwise chooses to waive such requirements for purposes of this Agreement, the appropriate BISD representative may waive the requirements by initialing here: → KG Otherwise, Contractor must satisfy the Insurance Requirements specified in this Agreement.

14. **Warranties.** All goods and/or services provided by Contractor under this Agreement must be warranted to be free from defects in material, workmanship, and free from such defects in design for a period of one (1) year upon the later of the District's acceptance of the product and/or service or payment of the applicable invoice. Contractor warrants that all goods and/or services furnished under this Agreement shall conform in all respects to the terms of this Agreement, including any drawings, specifications, and/or standards incorporated herein, including, without limitation, those detailed in the procurement solicitation issued by the District. In addition, Contractor warrants that all goods and/or services are suitable for and will perform in accordance with the purposes for which they are intended. Contractor shall assume all liabilities incurred within the scope of consequential damages and incidental expenses, as set forth in the vendor or manufacturer's warranty, which result from either delivery or use of product, which does not meet the specifications within this Agreement or the procurement solicitation.
15. **Confidential Data of the District.** In the course of performing duties under this Agreement, Contractor may view, obtain, or have access to financial, accounting, statistical, personnel, and other information of a confidential nature concerning students and schools being served by the District and employees of the District. All such information is confidential and shall not be disclosed, directly or indirectly, to any person other than authorized officials of the District, either during the Term of this Agreement or after such Term.

Contractor acknowledges that the District would be irreparably injured if Contractor were to disclose such information to third parties not entitled to receive such information or to misappropriate such confidential information for Contractor's own purposes or benefit and that money damages would not compensate the District for such irreparable injury.

Contractor further acknowledges that to the extent Contractor receives confidential student information during the performance of duties under this Agreement, Contractor is considered a "school official" in accordance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and shall not disclose confidential student information or education records.

16. **Records Requests.** The Parties acknowledge that the District is obligated to strictly comply with the Texas Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law. Contractor shall immediately notify the District if Contractor receives from any third-party a request for information (including, but not limited to, a subpoena), which pertains to the documentation and records maintained by Contractor on behalf of the District pursuant to this Agreement. Contractor shall provide a copy of such request to the District, unless otherwise prohibited by law.
17. **General.**
- a. Termination.** Either party may terminate this Agreement for any reason, with or without cause, by giving thirty (30) calendar days' written notice to the other party. In the event of such early termination, the District will make payment only for services rendered through the effective date

**INTERLOCAL AGREEMENT BETWEEN  
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND  
TEXAS CORRECTIONAL INDUSTRIES  
FOR SCHOOL BUS RENOVATION SERVICES**

of the Agreement's termination. The District will be responsible for payment for only those Services that have been accepted by the District up to the termination date. BISD may, by written notice, immediately terminate this Agreement if Contractor has defaulted in whole or in part, refuses or fails to comply with the provisions of this Agreement, fails to make progress, does not cure such failure after written notice within a reasonable period of time, or fails to perform the Services within the same time period specified or any written extension thereof. In such event, BISD may obtain comparable Services elsewhere and either deduct the costs of obtaining such Services from any amount owed Contractor or Contractor shall reimburse BISD for such costs incurred by BISD.

- b. Severability.** In the event that any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.
- c. Authorized Signatory.** By signing this Agreement, the undersigned representative for Contractor represents and warrants that s/he has authority to enter into this Agreement on behalf of Contractor. Each party represents this Agreement has been appropriately authorized by its respective governing body.
- d. No Waiver of Immunity.** The execution of this Agreement and the performance by the District of any of its obligations hereunder do not, and are not intended to, waive or relinquish, and the District shall not waive or relinquish, any governmental, sovereign immunity or defense from or to liability or prosecution available to the District, its trustees, officers, employees, or agents under federal or Texas laws.
- e. No Waiver of Breach.** No failure on the part of either party at any time to require the performance by the other party of any term hereof shall be taken or held to be a waiver of such term or in any way affect such party's right to enforce such term, and no waiver on the part of either party of any term hereof shall be taken or held to be a waiver of any other term hereof or the breach thereof. No waiver of any of the provisions of this Agreement shall be binding unless in writing and signed by duly authorized representatives of the parties hereto.
- f. Non-Discrimination.** Contractor will not discriminate because of race, color, religion, national origin, sex, age, disability, or any other characteristic protected under applicable federal, state, or local laws.
- g. Entire Agreement.** This Agreement, including any attached and incorporated addenda, exhibits, attachments, and documents/forms; the procurement solicitation issued by the District, and the Contractor's completed District Vendor Packet (including all certifications therein) contain the entire agreement of the parties relative to the purpose(s) of this Agreement and supersede any other representations, agreements, arrangements, negotiations, or understandings, oral or written, between the parties to this Agreement. In the event of a conflict between or among the contract documents, the following hierarchy shall prevail: (1) the terms and conditions of this Agreement; (2) addenda, exhibits, attachments, and documents/forms attached to this Agreement; (3) the Contractor's completed District Vendor Packet; (4) the RFP; (5) the Contractor's proposal submitted in response to the District's RFP. This Agreement supersedes any conflicting terms and conditions on any purchase or work orders, invoices, checks, order acknowledgements, forms, Contractor contracts, Contractor terms of use, or similar commercial documents relating hereto and which may be issued by Contractor after the Effective Date of this Agreement (as hereinafter defined).
- h. No Third-Party Beneficiaries.** Nothing in this Agreement shall be deemed or construed to create any third-party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement.
- i. Changes and Amendments.** During the Term of the Agreement, the District reserves the right to make changes to the Services the Contractor is required to provide pursuant to this Agreement. This Agreement may be amended only by the mutual agreement of the parties, in writing to be attached to and incorporated in this Agreement.
- j. Notice.** Any notice provided under the terms of this Agreement by either party to the other shall be in writing

**INTERLOCAL AGREEMENT BETWEEN  
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND  
TEXAS CORRECTIONAL INDUSTRIES  
FOR SCHOOL BUS RENOVATION SERVICES**

and may be effected by certified mail, return receipt requested. Notice to either party shall be sufficient if made or addressed to the address listed in the signature line of this Agreement. Each party may change the address at which notice is to be sent to that party by giving notice of such change to the other party by certified mail, return receipt requested.

- k. *Non-appropriation of Funds.*** Each party paying for the performance of governmental functions or services must make those payments from current revenues available to the paying party. The Term of this Agreement is a commitment of the District's current revenue only. Notwithstanding anything to the contrary in this Agreement, the District is obligated to make payments only as approved each year by the District's Board of Trustees. The District's Board of Trustees retains the right to terminate the Agreement at the expiration of each budget period of the District. To the extent that the District will use federal grant funds to fulfill its obligations under this Agreement, Contractor acknowledges that federal funds will be used to pay for all or a portion of funds due under this Agreement and that this Agreement is only effective upon receipt of the Notice of Grant Award ("NOGA") by the District from the awarding agency. As such, if the District does not receive sufficient funding for the services provided in this Agreement, the District may terminate this Agreement without penalty or further obligation to Contractor, at any time upon written notice to Contractor.
- l. *Criminal History Certification.*** Contractor shall complete the "Ch. 22 Criminal History Records Contractor Certification: Contractor/Subcontractor Employees" form regarding the criminal history of covered employees, which is incorporated by reference herein. Noncompliance or misrepresentation regarding this certification may be grounds for termination of this Agreement.
- m. *Governing Law and Venue.*** This Agreement shall be governed by and construed in accordance with the laws of the State of Texas without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of or relating to this Agreement shall be a court of competent jurisdiction in Jefferson County, Texas.
- n. *Assignment.*** Neither this Agreement nor any duties or obligations under it shall be assignable by Contractor without the prior written acknowledgement and authorization of the District.
- o. *Non-Exclusivity.*** Nothing in this Agreement may be construed to imply that Contractor has the exclusive right to provide the District Services. During the Term of this Agreement, the District reserves the right to use all available resources to procure other services as needed and doing so will not violate any rights of Contractor.
- p. *Performance.*** Contractor represents and warrants that Contractor has the experience, qualifications, licenses, and certifications required to provide the Services. Further, Contractor agrees that Contractor's Services will be performed with reasonable care, skill, judgment, and experience in a professional business-like manner, with no direct supervision from the District. If Contractor is unable to complete the work in this manner based on the mutually agreed upon timeline, Contractor shall notify the District's Purchasing Director.
- q. *Intellectual Property.*** Contractor represents and warrants that it has all intellectual property rights necessary to enter into and perform its obligations in this Agreement.
- r. *Ownership of Work Product.*** All work product, including any concepts, products, software, research, reports, studies, data, photographs, negatives, or other documents, drawings or materials prepared by Contractor in the performance of its obligations under this Agreement will be deemed works for hire and the exclusive property of the District, the Texas Education Agency, the State of Texas, and/or the federal government, as applicable. Contractor shall deliver all such materials to the District upon completion, termination, or cancellation of this Agreement. Any programs, data, or other materials furnished by the District for use by Contractor in connection with the Services performed under this Agreement will remain the District's property. Any pre-existing programs, data, or other materials furnished and owned by Contractor for use by Contractor in connection with the Services performed under this Agreement will remain Contractor's property.
- s. *Professional Services.*** This Agreement (check applicable box)  is /  is not for professional services and

**INTERLOCAL AGREEMENT BETWEEN  
BEAUMONT INDEPENDENT SCHOOL DISTRICT AND  
TEXAS CORRECTIONAL INDUSTRIES  
FOR SCHOOL BUS RENOVATION SERVICES**

governed by the Professional Services Procurement Act, TEX. GOV'T CODE Chp. 2254. Contractor represents and warrants that Contractor has demonstrated competence and possesses qualifications to perform the Services and is performing the Services for a fair and reasonable price. Contractor further represents and warrants that the professional fees under the Agreement do not exceed any maximum provided by law.

- t. Conflict of Interest.** During the Term of Contractor's service to the District, Contractor shall not, directly or indirectly, whether for Contractor's own account or for or with any other person or entity whatsoever, employ, solicit, or endeavor to entice away any person who is employed by the District.
- u. Force Majeure.** The parties to this Agreement may be excused from performance hereunder during the time and to the extent that they are prevented from performance due to an act of God, fire, strike or lockout, when satisfactory evidence thereof is presented to the other party and provided that such non-performance is not due to the fault of the non-performing party.
- v. Non-Collusion.** The undersigned affirms that Contractor has not prepared its submission in collusion with any other company, corporation, firm, partnership or individual, and that the contents of Contractor's submission as to prices, terms or conditions of said submission have not been communicated by the undersigned nor by any employee or agent of Contractor to any other person engaged in this type of business prior to the official opening of Contractor's submission.

In witness whereof, the District and Contractor have executed this Agreement to be effective as of the date of the last signature below ("Effective Date").

Notice to Contractor: Any change(s) made to the provisions above will nullify this Agreement.

**Agreed to by TDCJ:** \_\_\_\_\_

Date: \_\_\_\_\_ By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

**Agreed to by the District:** BEAUMONT INDEPENDENT SCHOOL DISTRICT

Date: \_\_\_\_\_ By: \_\_\_\_\_

**Thomas P. Sigee, Sr., President  
Board of Trustees  
Beaumont Independent School District**

Date: \_\_\_\_\_ By: \_\_\_\_\_

**Corey Metts, Director of Transportation**

**Exhibit A**  
**Scope of Work**

**Services to be provided by Contractor to BISD, including:**

- **Individual(s) providing services: Name, title, and phone number**
- **Specific description of services to be provided, including any deliverables and/or objectives**
- **Location: Name of BISD campus, room number, etc.**
- **Schedule of services: Date(s), time(s), number of hours, any applicable deadlines, etc.**

**Scope of Work – School Bus Repair Services**

The Texas Department of Criminal Justice (TDCJ) shall provide school bus maintenance and repair services for the District under this Interlocal Agreement. Services may include, but are not limited to, the inspection, diagnosis, maintenance, and repair of mechanical, electrical, and body components of District-owned school buses.

The District will be responsible for transporting buses to and from the designated repair facility unless otherwise agreed upon in writing. TDCJ shall provide an estimate of repair costs prior to work being performed and a detailed invoice upon completion.

All services rendered under this agreement are subject to the terms, conditions, and cost structures approved by both parties in accordance with Chapter 791 of the Texas Government Code (Interlocal Cooperation Act).

III.E.7. Approve the Amended Renaming  
of the Dr. Martin Luther King, Jr.  
Collegiate Academy



# Board Exhibit Cover Sheet

Meeting Date: October 16, 2025

Agenda Item/Exhibit Number: **III.E.7.**

Agenda Item Title: Approve the amended renaming of the Dr. Martin Luther King, Jr. Collegiate Academy

Cabinet Level Presenter(s): Randall Maxwell

Additional Presenter(s): Mr. Mark McClelland

**Executive Summary:** The minutes of the meeting of the April 17, 2025 board vote reflect the name of the facility as Dr. Martin Luther King Collegiate Academy. The city has denied the Certificate of Occupancy for the facility at 1400 Avenue A due to the approved name not including the "Jr." in the school's name, thus not matching what would be on the building.

**Recommendation:** Approve the naming of the facility at 1400 Avenue A to Dr. Martin Luther King, Jr. Collegiate Academy.

**Budget Impact\* (if applicable):**

**Funding Source (if applicable):**

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

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

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

Cabinet Level Presenter's Signature

Date

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

Date

General Counsel's Signature

Date

III.E.8. Approve CTE Off-Contract and  
CTE Support Stipend



## Board Exhibit Cover Sheet

Meeting *2025 - 10/8/25* Date: October 16, 2025

Agenda Item/Exhibit Number: **III.E.8.**

**Agenda Item Title:** Consider approval of CTE Off-Contract Pay and CTE Support Stipend for Career & Technical Education staff

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

**Additional Presenter(s):** Dr. Donna Prudhomme, Director of Career and Technical Education

**Executive Summary:** The administration recommends the addition of two compensation initiatives to strengthen support for Career & Technical Education (CTE) programs:

- **CTE Off-Contract Pay** – Employees will be reimbursed for approved off-contract days when participating in qualifying Career & Technical Student Organization (CTSO) competitions, leadership training, or student leadership conferences. Qualifying events will be identified and approved by the CTE Director or Coordinator. Employees will be reimbursed at a rate of \$150 for half a day and \$300 for a full day.
- **CTE Support Stipend** – Provides targeted compensation for specialized planning, instructional support, and program management activities essential to sustaining high-quality CTE pathways. The stipend recognizes the expanded responsibilities of CTE staff in aligning programs with workforce expectations and industry standards. The stipend will be awarded at an amount not to exceed \$3,000 annually.

**Recommendation:** Approve the implementation of CTE Off-Contract Pay at the stated rates and a CTE Support Stipend not to exceed \$3,000 annually to support districtwide CTE programming and enhance recruitment, retention, and program quality.

**Budget Impact\* (if applicable):**

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

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

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

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

*Derwin Samuels, Jr.*  
\_\_\_\_\_  
Cabinet Level Presenter's Signature

*10/8/2025*  
\_\_\_\_\_  
Date

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

*10/8/2025*  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

III.E.9. Approve Resolution Approving  
the 2025 Tax Roll



**RESOLUTION**

BE IT RESOLVED PURSUANT TO THE TEXAS PROPERTY TAX CODE, SECTION 26.09, THAT THE BOARD OF TRUSTEES FOR THE BEAUMONT INDEPENDENT SCHOOL DISTRICT HEREBY APPROVE THE 2025 TAX ROLL THIS 16th DAY OF October, 2025.



\_\_\_\_\_  
For Beaumont Independent School District

Sworn to and subscribed before me, the undersigned authority, this \_\_\_\_\_ day of \_\_\_\_\_, 2025.

\_\_\_\_\_  
Notary Public in and for the State of Texas

Tax Collection System - JEFFERSON COUNTY  
 Certified Roll Jurisdiction Summary  
 Processing For Tax Year: 2025 County Code: ALL Tax Unit: ALL Roll Codes: ALL

<b>Jurisdiction: 4 BEAUMONT ISD</b>					
<b>Total Parcels:</b>	72,184	<b>Tax Rate:</b>	0.9348100		
<b>Market Value:</b>	21,510,955,280	<b>State Hom:</b>	140,000	<b>Opt Hom:</b>	0.0000000
		<b>State O65:</b>	60,000	<b>Opt O65:</b>	5,000
		<b>Disabled:</b>	60,000	<b>Opt Disabled:</b>	0
<b>AG Exclusion Count:</b>	455	<b>AG Exclusion Amt:</b>	88,504,121		
<b>Timber Exclusion Count:</b>	98	<b>Timber Exclusion Amt:</b>	10,756,128		
<b>HS Capped Count:</b>	8,174	<b>HS Capped Amt:</b>	232,016,341		
<b>NHS Capped Count:</b>	2,582	<b>NHS Capped Amt:</b>	74,539,186		
<b>Assessed Value:</b>	21,105,139,504				
<b>Prorated-Exxv Cnt/Amt:</b>	3,513	1,922,975,476	<b>Low Income Housing Cnt/Amt:</b>	7	17,527,857
<b>100% Exempt Vet Cnt/Amt:</b>	607	127,693,198	<b>Pollution Control Cnt/Amt:</b>	60	261,631,277
<b>Immed Residential Homestead Cnt/Amt:</b>	89	8,975,779	<b>Pro Charitable Functions Cnt/Amt:</b>	9	4,066,131
<b>Pro Youth Associations Cnt/Amt:</b>	21	13,548,848	<b>Surviving Spouse First Responder Cnt/Amt:</b>	2	188,413
<b>Prorated-Exxl Cnt/Amt:</b>	3	2,383,807	<b>Medical Or Biomedical Property Cnt/Amt:</b>	4	22,289,191
<b>Chdo Cnt/Amt:</b>	13	1,133,137	<b>Economic Exemption Cnt/Amt:</b>	3	1,736,343,600
<b>Pro Misc Exempts Cnt/Amt:</b>	109	4,375,380	<b>Hb366 Cnt/Amt:</b>	519	676,122
<b>Pro Schools Cnt/Amt:</b>	45	20,057,366	<b>Solar Exemption Cnt/Amt:</b>	2	88,499
<b>State Homestead Count:</b>	21,953	<b>State Homestead Amt:</b>	2,546,874,804		
<b>Local Homestead Count:</b>	0	<b>Local Homestead Amt:</b>	0		
<b>State Over 65 Count:</b>	10,065	<b>State Over 65 Amt:</b>	273,760,611		
<b>Local Over 65 Count:</b>	3,612	<b>Local Over 65 Amt:</b>	17,657,184		
<b>Surviving Spouse Count:</b>	76	<b>Surviving Spouse Amt:</b>	1,839,482		
<b>State Disabled Count:</b>	772	<b>State Disabled Amt:</b>	11,645,443		
<b>Local Disabled Count:</b>	0	<b>Local Disabled Amt:</b>	0		
<b>Total VET Count:</b>	392	<b>Total VET Amt:</b>	3,863,468		
<b>*VET Surviving Spouse Count:</b>	9	<b>*VET Surviving Spouse Amt:</b>	76,786		
<b>*included in the Total VET Count/Amt</b>					
<b>Partial Exempt Values:</b>	2,855,640,992				
<b>Taxable Value:</b>	14,105,544,431				
<b>Total Levy Amt:</b>	131,200,942.26				
<b>Late AG Penalty Count:</b>	4	<b>Late AG Penalty Amt:</b>	1,747.22		
<b>Late Rendition Penalty Count:</b>	1,392	<b>Late Rendition Penalty Amt:</b>	140,079.99		
<b>Other Penalty Count:</b>	1	<b>Other Penalty Amt:</b>	46.03		
<b>Frozen Account Count:</b>	10,363				
<b>Frozen Homesite Value:</b>	1,888,590,030				
<b>Frozen Taxable Value:</b>	387,934,964				
<b>Unfrozen Levy Amt:</b>	3,626,454.84				
<b>Frozen Levy Amt:</b>	2,825,488.66				
<b>Frozen Levy Loss Amt:</b>	800,966.18				
<b>Total Non-Exempt Parcel Count:</b>	72,184				

10/08/2025 08:44 am  
 tc502\_juris\_summary.rep v1.28  
 Request Seq.: 4947882

**Tax Collection System - JEFFERSON COUNTY**  
**Certified Roll Jurisdiction Summary**  
 Processing For Tax Year: 2025 County Code: ALL Tax Unit: ALL Roll Codes: ALL

<b>Jurisdiction:</b>		<b>6</b>	<b>BEAUMONT ISD CHP 313</b>			
<b>Total Parcels:</b>		3	<b>Tax Rate:</b>	0.1626100		
<b>Market Value:</b>	1,736,343,600		<b>State Hom:</b>	0	<b>Opt Hom:</b>	0.0000000
			<b>State O65:</b>	0	<b>Opt O65:</b>	0
			<b>Disabled:</b>	0	<b>Opt Disabled:</b>	0
<b>AG Exclusion Count:</b>	0		<b>AG Exclusion Amt:</b>	0		
<b>Timber Exclusion Count:</b>	0		<b>Timber Exclusion Amt:</b>	0		
<b>HS Capped Count:</b>	0		<b>HS Capped Amt:</b>	0		
<b>NHS Capped Count:</b>	0		<b>NHS Capped Amt:</b>	0		
<b>Assessed Value:</b>	1,736,343,600					
<b>State Homestead Count:</b>	0		<b>State Homestead Amt:</b>	0		
<b>Local Homestead Count:</b>	0		<b>Local Homestead Amt:</b>	0		
<b>State Over 65 Count:</b>	0		<b>State Over 65 Amt:</b>	0		
<b>Local Over 65 Count:</b>	0		<b>Local Over 65 Amt:</b>	0		
<b>Surviving Spouse Count:</b>	0		<b>Surviving Spouse Amt:</b>	0		
<b>State Disabled Count:</b>	0		<b>State Disabled Amt:</b>	0		
<b>Local Disabled Count:</b>	0		<b>Local Disabled Amt:</b>	0		
<b>Total VET Count:</b>	0		<b>Total VET Amt:</b>	0		
<b>Partial Exempt Values:</b>	0					
<b>Taxable Value:</b>	1,736,343,600					
<b>Total Levy Amt:</b>	2,823,468.33					
<b>Frozen Account Count:</b>	0					
<b>Frozen Homesite Value:</b>	0					
<b>Frozen Taxable Value:</b>	0					
<b>Unfrozen Levy Amt:</b>	0.00					
<b>Frozen Levy Amt:</b>	0.00					
<b>Frozen Levy Loss Amt:</b>	0.00					
<b>Total Non-Exempt Parcel Count:</b>	3					



KATE CARROLL  
Jefferson County  
Tax Assessor-Collector/Voter Registrar  
Chief Deputy of Operations – Michelle Farnie

Mailing • P.O. Box 2112 • Beaumont, Texas 77704-2112  
Physical Address • 1149 Pearl • Beaumont, Texas 77701  
Phone: 409-835-8516 • Fax: 409-835-8589  
Chief Deputy of Finance – Cindy Savant, P.C.C.

---

October 8, 2025

Ms. Cheryl Hernandez  
Beaumont ISD  
3395 Harrison  
Beaumont, TX 77706

Dear Ms. Hernandez:

Attached is the **2025 Certified Tax Roll Summary**. Pursuant to the Texas Property Tax Code, Section 26.09, this certified tax roll summary should be approved by your Board of Directors at your next board meeting. After the approval, please return the resolution for retention in the Tax Office.

If you should have any questions or require further information, please feel free to call.

Sincerely,

KATE CARROLL  
Assessor-Collector of Taxes  
Jefferson County, Texas

KC:hs

Attachment

cc: Dr. Shannon Allen



**Board Exhibit Cover Sheet**

**Meeting Date: October 16, 2025**

**Agenda Item/Exhibit Number: III.E.9.**

**Agenda Item Title:** Approve Resolution Approving the 2025 Tax Roll

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

**Additional Presenter(s):**

**Executive Summary:** In accordance with Section 26.09 of the Texas Property Tax Code, the assessor shall submit to the governing body for approval the tax roll for the current year. The tax roll represents the appraisal roll with the amount of tax due. The total levy of \$131,200,942.26 represents 100 percent (100%) collections of the tax roll for maintenance and operations and debt service. The total levy of \$2,823,468.33 represents 100 percent (100%) collections for the values associated with the Chapter 313 agreements which are totally applied to the debt service.

**Recommendation:** Approve the resolution to approve the 2025 tax roll.

**Budget Impact\* (if applicable):**

**Funding Source (if applicable):**

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

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

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

Cheryl Hernandez  
Cabinet Level Presenters Signature

10/9/2025  
Date

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

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

**RESOLUTION**

BE IT RESOLVED PURSUANT TO THE TEXAS PROPERTY TAX CODE, SECTION 26.09, THAT THE BOARD OF TRUSTEES FOR THE BEAUMONT INDEPENDENT SCHOOL DISTRICT HEREBY APPROVE THE 2025 TAX ROLL THIS 16th DAY OF October, 2025.

\_\_\_\_\_  
For Beaumont Independent School District

Sworn to and subscribed before me, the undersigned authority, this \_\_\_\_\_ day of \_\_\_\_\_, 2025.

\_\_\_\_\_  
Notary Public in and for the State of Texas

**Tax Collection System - JEFFERSON COUNTY**  
**Certified Roll Jurisdiction Summary**  
 Processing For Tax Year: 2025 County Code: ALL Tax Unit: ALL Roll Codes: ALL

<b>Jurisdiction: 4 BEAUMONT ISD</b>					
<b>Total Parcels:</b>	72,184	<b>Tax Rate:</b>	0.9348100		
<b>Market Value:</b>	21,510,955,280	<b>State Hom:</b>	140,000	<b>Opt Hom:</b>	0.0000000
		<b>State O65:</b>	60,000	<b>Opt O65:</b>	5,000
		<b>Disabled:</b>	60,000	<b>Opt Disabled:</b>	0
<b>AG Exclusion Count:</b>	455	<b>AG Exclusion Amt:</b>	88,504,121		
<b>Timber Exclusion Count:</b>	98	<b>Timber Exclusion Amt:</b>	10,756,128		
<b>HS Capped Count:</b>	8,174	<b>HS Capped Amt:</b>	232,016,341		
<b>NHS Capped Count:</b>	2,582	<b>NHS Capped Amt:</b>	74,539,186		
<b>Assessed Value:</b>	21,105,139,504				
<b>Prorated-Exxv Cnt/Amt:</b>	3,513	1,922,975,476	<b>Low Income Housing Cnt/Amt:</b>	7	17,527,857
<b>100% Exempt Vet Cnt/Amt:</b>	607	127,693,198	<b>Pollution Control Cnt/Amt:</b>	60	261,631,277
<b>Immed Residential Homestead Cnt/Amt:</b>	89	8,975,779	<b>Pro Charitable Functions Cnt/Amt:</b>	9	4,066,131
<b>Pro Youth Associations Cnt/Amt:</b>	21	13,548,848	<b>Surviving Spouse First Responder Cnt/Amt:</b>	2	188,413
<b>Prorated-Exx1 Cnt/Amt:</b>	3	2,383,807	<b>Medical Or Biomedical Property Cnt/Amt:</b>	4	22,289,191
<b>Chdo Cnt/Amt:</b>	13	1,133,137	<b>Economic Exemption Cnt/Amt:</b>	3	1,736,343,600
<b>Pro Misc Exempts Cnt/Amt:</b>	109	4,375,380	<b>Hb366 Cnt/Amt:</b>	519	676,122
<b>Pro Schools Cnt/Amt:</b>	45	20,057,366	<b>Solar Exemption Cnt/Amt:</b>	2	88,499
<b>State Homestead Count:</b>	21,953	<b>State Homestead Amt:</b>	2,546,874,804		
<b>Local Homestead Count:</b>	0	<b>Local Homestead Amt:</b>	0		
<b>State Over 65 Count:</b>	10,065	<b>State Over 65 Amt:</b>	273,760,611		
<b>Local Over 65 Count:</b>	3,612	<b>Local Over 65 Amt:</b>	17,657,184		
<b>Surviving Spouse Count:</b>	76	<b>Surviving Spouse Amt:</b>	1,839,482		
<b>State Disabled Count:</b>	772	<b>State Disabled Amt:</b>	11,645,443		
<b>Local Disabled Count:</b>	0	<b>Local Disabled Amt:</b>	0		
<b>Total VET Count:</b>	392	<b>Total VET Amt:</b>	3,863,468		
<b>*VET Surviving Spouse Count:</b>	9	<b>*VET Surviving Spouse Amt:</b>	76,786		
<b>*included in the Total VET Count/Amt</b>					
<b>Partial Exempt Values:</b>	2,855,640,992				
<b>Taxable Value:</b>	14,105,544,431				
<b>Total Levy Amt:</b>	131,200,942.26				
<b>Late AG Penalty Count:</b>	4	<b>Late AG Penalty Amt:</b>	1,747.22		
<b>Late Rendition Penalty Count:</b>	1,392	<b>Late Rendition Penalty Amt:</b>	140,079.99		
<b>Other Penalty Count:</b>	1	<b>Other Penalty Amt:</b>	46.03		
<b>Frozen Account Count:</b>	10,363				
<b>Frozen Homesite Value:</b>	1,888,590,030				
<b>Frozen Taxable Value:</b>	387,934,964				
<b>Unfrozen Levy Amt:</b>	3,626,454.84				
<b>Frozen Levy Amt:</b>	2,825,488.66				
<b>Frozen Levy Loss Amt:</b>	800,966.18				
<b>Total Non-Exempt Parcel Count:</b>	72,184				

Tax Collection System - JEFFERSON COUNTY  
Certified Roll Jurisdiction Summary  
Processing For Tax Year: 2025 County Code: ALL Tax Unit: ALL Roll Codes: ALL

Jurisdiction:		<b>6</b>	<b>BEAUMONT ISD CHP 313</b>				
<b>Total Parcels:</b>		3	<b>Tax Rate:</b>	0.1626100			
<b>Market Value:</b>	1,736,343,600		<b>State Hom:</b>	0	<b>Opt Hom:</b>	0.0000000	
			<b>State O65:</b>	0	<b>Opt O65:</b>	0	
			<b>Disabled:</b>	0	<b>Opt Disabled:</b>	0	
<b>AG Exclusion Count:</b>	0		<b>AG Exclusion Amt:</b>	0			
<b>Timber Exclusion Count:</b>	0		<b>Timber Exclusion Amt:</b>	0			
<b>HS Capped Count:</b>	0		<b>HS Capped Amt:</b>	0			
<b>NHS Capped Count:</b>	0		<b>NHS Capped Amt:</b>	0			
<b>Assessed Value:</b>	1,736,343,600						
<b>State Homestead Count:</b>	0		<b>State Homestead Amt:</b>	0			
<b>Local Homestead Count:</b>	0		<b>Local Homestead Amt:</b>	0			
<b>State Over 65 Count:</b>	0		<b>State Over 65 Amt:</b>	0			
<b>Local Over 65 Count:</b>	0		<b>Local Over 65 Amt:</b>	0			
<b>Surviving Spouse Count:</b>	0		<b>Surviving Spouse Amt:</b>	0			
<b>State Disabled Count:</b>	0		<b>State Disabled Amt:</b>	0			
<b>Local Disabled Count:</b>	0		<b>Local Disabled Amt:</b>	0			
<b>Total VET Count:</b>	0		<b>Total VET Amt:</b>	0			
<b>Partial Exempt Values:</b>	0						
<b>Taxable Value:</b>	1,736,343,600						
<b>Total Levy Amt:</b>	2,823,468.33						
<b>Frozen Account Count:</b>	0						
<b>Frozen Homesite Value:</b>	0						
<b>Frozen Taxable Value:</b>	0						
<b>Unfrozen Levy Amt:</b>	0.00						
<b>Frozen Levy Amt:</b>	0.00						
<b>Frozen Levy Loss Amt:</b>	0.00						
<b>Total Non-Exempt Parcel Count:</b>	3						



KATE CARROLL  
Jefferson County  
Tax Assessor-Collector/Voter Registrar  
Chief Deputy of Operations – Michelle Farnie

Mailing • P.O. Box 2112 • Beaumont, Texas 77704-2112  
Physical Address • 1149 Pearl • Beaumont, Texas 77701  
Phone: 409-835-8516 • Fax: 409-835-8589  
Chief Deputy of Finance – Cindy Savant, P.C.C.

---

October 8, 2025

Ms. Cheryl Hernandez  
Beaumont ISD  
3395 Harrison  
Beaumont, TX 77706

Dear Ms. Hernandez:

Attached is the **2025 Certified Tax Roll Summary**. Pursuant to the Texas Property Tax Code, Section 26.09, this certified tax roll summary should be approved by your Board of Directors at your next board meeting. After the approval, please return the resolution for retention in the Tax Office.

If you should have any questions or require further information, please feel free to call.

Sincerely,

A handwritten signature in black ink that reads "Kate Carroll". The signature is written in a cursive style.

KATE CARROLL  
Assessor-Collector of Taxes  
Jefferson County, Texas

KC:hs

Attachment

cc: Dr. Shannon Allen

III.F. ACTION ITEMS

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

III.F.2. Approve Budget Amendments



## Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

**Agenda Item/Exhibit Number:** **III.F.2.**

**Agenda Item Title:** Approve Budget Amendments

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

**Additional Presenter(s):**

**Executive Summary:**

**Recommendation:** Approve budget amendment GF-4 and accept amendments SR-9 and SR-10.

**Budget Impact\* (if applicable):**

**Funding Source (if applicable):**

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

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

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

Cheryl Hernandez  
Cabinet Level Presenter's Signature

10/8/2025  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## Explanations of October Budget Amendments

### General Fund GF-4

- Transfer \$2,000 from instructional general supplies to school leadership employee travel for Principal conference travel – Homer ES (123).
- Transfer \$6,000 from instructional general supplies to co-curricular dues for UIL membership dues – Beaumont United HS (014).
- Transfer \$3,000 from instructional leadership employee travel to staff development employee travel – Fine Arts (849).

### SR-9

- Fund 211 Title Part A Transfer funds to cover Community In Schools, for three campuses. Also, Math Ela & Social Studies Renewal of IXL & Cover Relay Project PO, Travel for Parent Involvement.

### SR-10

- Fund 224 IDEA B Formula Reallocate funds to purchase N2Y Subscription, Correct the transportation budget.

**2025-26 BUDGET AMENDMENT NUMBER GF-4**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
199.11.6399.01.123.11.000	39,757	(2,000)	37,757
199.23.6411.01.123.99.000	1,350	2,000	3,350
199.11.6399.04.014.30.000	83,002	(6,000)	77,002
199.36.6495.01.014.99.000	-	6,000	6,000
199.21.6411.42.849.99.000	7,148	(3,000)	4,148
199.13.6411.42.849.11.000	200	3,000	3,200
 Total Expenditures		-	
 <b>Net Change in the General Fund Budget</b>		<u>-</u>	
<hr/> <hr/>			
Total Revenues/Other Sources	191,284,793	-	191,284,793
Total Expenditures	<u>193,105,573</u>	<u>-</u>	<u>193,105,573</u>
 2025-2026 Adjusted	 (1,820,780)	 -	 (1,820,780)

**2025-26 BUDGET AMENDMENT NUMBER SR-9**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
<b><u>Instruction</u></b>			
211.11.6119.00.830.24.000	4,701,816	(40,000)	4,661,816
211.11.6399.00.008.30.000	9,023	500	9,523
211.11.6399.00.830.24.000	2,123,783	(18,000)	2,105,783
<b><u>Curriculum Development</u></b>			
211.13.6411.00.830.24.000	9,916	(970)	8,946
<b><u>Instructional Leadership</u></b>			
211.21.6299.00.830.24.000	-	40,000	40,000
<b><u>Community Services</u></b>			
211.61.6399.00.008.30.290	10,425	(500)	9,925
211.61.6299.00.014.30.000	24,789	6,000	30,789
211.61.6299.00.125.30.000	24,789	6,000	30,789
211.61.6299.00.110.30.000	24,789	6,000	30,789
211.61.6411.00.830.30.290	2,500	970	3,470
<b>Net Change Title I Part A</b>		<u>-</u>	
<hr/>			
Total Revenues/Other Sources	7,976,767	-	7,976,767
Total Expenditures	7,976,767	<u>-</u>	7,976,767
2025-2026 Adjusted	-	-	-

**2025-26 BUDGET AMENDMENT NUMBER SR-10**

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<b><u>Expenditures</u></b>			
<b><u>Instructional</u></b>			
224.11.6395.00.814.23.000	25,000	(20,000)	5,000
224.11.6399.00.814.23.000	156,000	61,000	217,000
224.11.6411.00.814.23.000	22,000	(3,000)	19,000
224.11.6494.00.814.23.000	29,500	(3,000)	26,500
224.11.6494.00.814.23.000	26,500	3,000	29,500
<b><u>Instructional Leadership</u></b>			
224.21.6395.00.814.23.000	25,000	(25,000)	-
<b><u>Guidance &amp; Counseling</u></b>			
224.31.6395.00.814.23.000	10,000	(10,000)	-
224.31.6339.00.814.23.000	50,000	(3,000)	47,000
<b>Net Change IDEA B FORMULA</b>		<u><u>-</u></u>	
<hr/> <hr/>			
Total Revenues/Other Sources	3,731,121	-	3,731,121
Total Expenditures	3,731,121	<u>-</u>	3,731,121
2025-2026 Adjusted	-	-	-

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



# Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

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

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

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

**Additional Presenter(s):** Ryan DeLoney, Jenny Angelo, Anetra Cheatham, Richelle Brooks

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

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

**Budget Impact\* (if applicable):** General Fund: \$996,154.21  
State Grant Funds: \$372,000.00  
Federal Funds: \$236,818.92

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

**Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):** TEC Ch. 44; 2 CFR 200

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

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

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

10/8/2025  
\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## General Fund

CDW-G	Information Technology	Purchase of 2,311 Chromebooks to replace outdated devices across the district.	RFP 25.09	\$899,556.75
Sabyr Consulting	Information Technology	Subscription renewal for the district's firewall.	Region 5 20250703	\$96,597.46
<b>Total</b>				<b>\$996,154.21</b>

## State Grant Funds

Great Minds PBC	Curriculum & Instruction	Approved provider for Strong Foundations additional support for Bluebonnet math implementation.	CTPA 22-023 Spring ISD	\$372,000.00
<b>Total</b>				<b>\$372,000.00</b>

## Federal Funds

The School Days Foundation, Inc.	West Brook	The Playbook Program for 100 participants, featuring a school-wide kickoff event, parent training session, and interactive student workshops.	RFP 26.08	\$86,000.00
The School Days Foundation, Inc.	Beaumont United	The Playbook Program for 100 participants, featuring a school-wide kickoff event, parent training session, and interactive student workshops.	RFP 26.08	\$86,000.00
Everway LLC (formerly N2Y)	Special Services	Renewal of Unique Learning System curriculum for use in Academics for Life and Structured Learning programs. Split funding source: (224) \$61,000.00 (199) \$3,818.92	Allied 21-7397	\$64,818.92
<b>Total</b>				<b>\$236,818.92</b>



Thank you for choosing CDW. We have received your quote.

Hardware      Software      Services      IT Solutions      Brands      Research Hub

# QUOTE CONFIRMATION

**RYAN DELONEY,**

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

**Convert Quote to Order**

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PQCM403	9/30/2025	CHROMEBOOKS	0792983	<b>\$899,556.75</b>

### QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<a href="#">Lenovo 500e Yoga Chromebook Gen 4 - 11.6" - Intel N-series - N100 - 8 GB RA</a> Mfg. Part#: 83L40001US Contract: TIPS 230105 Tech Solutions, Products, and Services (230105)	2311	8154165	\$315.00	\$727,965.00
<a href="#">Google Chrome Education Upgrade</a> Mfg. Part#: CROS-SW-DIS-EDU-NEW Electronic distribution - NO MEDIA Contract: TIPS 230105 Tech Solutions, Products, and Services (230105)	2311	5988499	\$30.50	\$70,485.50
<a href="#">DEVICE SERVICES GIF40</a> Mfg. Part#: GIF40 Electronic distribution - NO MEDIA Contract: TIPS 230105 Tech Solutions, Products, and Services (230105)	2311	8318466	\$17.75	\$41,020.25
<a href="#">MAXCASES EXTREME SHELL-F2 SLIDE CASE</a> Mfg. Part#: LNESF2500EG4S Contract: TIPS 230105 Tech Solutions, Products, and Services (230105)	2311	8308405	\$26.00	\$60,086.00

<b>SUBTOTAL</b>	\$899,556.75
<b>SHIPPING</b>	\$0.00
<b>SALES TAX</b>	\$0.00
<b>GRAND TOTAL</b>	<b>\$899,556.75</b>

**PURCHASER BILLING INFO**

**DELIVER TO**



Description	Rate	Qty	Line Total
PLO-PAN-PA-5220-AWF-HA2-R Advanced WildFire subscription for device in an HA pair renewal, PA-5220	\$13,172.38	2	\$26,344.76
PLO-PAN-PA-5220-DNS-HA2-R DNS Security subscription for device in an HA pair renewal, PA-5220	\$8,781.59	2	\$17,563.18
PLO-PAN-PA-5220-ADVURL-HA2-R Subscription Advanced URL Filtering, 1-year, PA-5220, HA Pair Renewal	\$13,172.38	2	\$26,344.76
PLO-PAN-PA-5220-ATP-HA2-R Advanced Threat Prevention subscription for device in an HA pair renewal, PA-5220	\$13,172.38	2	\$26,344.76
	Subtotal		96,597.46
	Tax		0.00
	<b>Estimate Total (USD)</b>		<b>\$96,597.46</b>

**Prepared For**  
Beaumont ISD  
Beaumont TX

**Estimate Number**  
2660

**Estimate Date**  
09/25/2025

**Notes**

We are an authorized vendor on the Region 5 ESC Purchasing Cooperative Contract #20250703



every child  
is capable of  
greatness

**Great Minds Quote**

Date	October 2, 2025	Quote Number	00474861
Expiration Date	October 23, 2025	Contact Name	Jenny Angelo
Prepared By	Jada Singleton	Phone	(409)617-5008
Email	jada.singleton@greatminds.org	Email	jangelo@bmtisd.com

Bill to Name	Jenny Angelo	Ship to Name	Jenny Angelo
Bill To	3395 Harrison Avenue	Ship To	4315 Concord Road
	Beaumont, TX 77706		Beaumont, TX 77703

End User Beaumont Independent School District

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

**Phone:** 202.223.1854  
**Email:** ordertracking@greatminds.org

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

Coaching - Services	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Bluebonnet Learning (GM) K-5 Math- On Site Coaching Services - Full Day	GM-03939	1.00	\$3,900.00	61.54%	\$1,500.00
Bluebonnet Learning (GM) K-5 Math- On Site Coaching Services - Full Day	GM-03939	77.00	\$3,900.00	0.00%	\$300,300.00

PD - Services	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Bluebonnet Learning (GM) K-5 Math- On-Site PD Support Services - Full Day	GM-03935	18.00	\$3,900.00	0.00%	\$70,200.00

Services	\$374,400.00
Solution Subtotal	\$374,400.00
Discount	(\$2,400.00)
Shipping and Handling	\$0.00
<b>*Pre-Tax Solution Total</b>	<b>\$372,000.00</b>
Estimated Sales Tax	\$0.00
Estimated S&H Tax	\$0.00
Total Solution:	<b>\$372,000.00</b>

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

*\*The estimated tax amounts provided in this quote are based on the state and local tax rates applicable at the time of quotation. These rates are subject to change by relevant tax authorities. The final tax amount on the invoice will reflect the applicable rates at the time of invoicing. If Customer is tax-exempt, valid exemption documentation must be provided prior to invoicing in order for the exemption to be applied.*



# Proposal Response: Student Leadership & Personal Development Program

---

RFP #: 26.08

Submitted by: The School Days Foundation / Playbook Program

## Project Assignments and Lines of Authority

The School Days Foundation team brings both expertise and lived experience to ensure effective implementation.

### Dr. Eric Thomas – Founder

Oversees program philosophy, serves as keynote speaker, and ensures fidelity of program goals. Recognized globally as the #1 motivational speaker in the world, Dr. Thomas holds a Ph.D. in Education (Michigan State University) and has over 20 years of success transforming students and schools.

### Aaron Quinney – Executive Director

Responsible for overall program management, coordination with BISD staff, and delivery of leadership/literacy curriculum. Serves as the primary point of contact for scheduling, troubleshooting, and reporting. Holds an M.S. in Human Development & Family Studies (Michigan State University) and a B.S.W. in Social Work (Saginaw Valley State University).

### Katie Davis – Program Support & Reporting Specialist

Manages attendance tracking, data collection, monthly/annual evaluation reports, and curriculum development. Holds a M.A. in Education (Michigan State University).

### Jalin Thomas – Program Director

Assists in workshop preparation, logistics, and student support. Facilitates small-group engagement activities and ensures alignment with campus administrators. Holds a B.A. in Communication Studies. (Michigan State University)

Lines of Communication: BISD will have a single point of contact (Executive Director) with weekly check-ins. Facilitators and program staff report to the Executive Director, who coordinates with campus administrators. All reporting flows upward to BISD administrators through monthly progress reports and a final comprehensive evaluation.

## Core Mission & Philosophy

The School Days Foundation was borne out of Dr. Eric Thomas' commitment to the advancement of students, educators, and their communities.



Our mission is to eradicate apathetic, poverty mindsets that handicap students' growth and to empower the next generation of leaders. We believe leadership development and literacy are inseparable, and that when students are engaged, inspired, and challenged, they become changemakers in their families, schools, and communities.

Our program is designed to be fun, interactive, and culturally relevant—blending motivational speaking, group discussions, peer leadership, and practical literacy activities that spark student engagement.

## Leadership Theories & Models

Our approach integrates:

Social-Emotional Learning (SEL) – rooted in self-awareness, self-management, and responsible decision-making.

- Transformational Leadership – inspiring students to become vision-driven, resilient leaders.
- Servant Leadership – teaching students to lead by serving peers, families, and communities.
- Growth Mindset Framework – helping students understand that ability grows with effort, persistence, and resilience.

## Addressing Leadership & Personal Development

The Playbook Program weaves leadership with personal development through:

- Skill Building: Vocabulary expansion, note-taking, academic performance strategies.
- Personal Growth: Confidence-building, self-awareness, resilience, and making positive behavior choices.
- Practical Tools: Financial literacy, stress management, attendance habits, and goal-setting.
- Accountability Systems: Mentorship and peer accountability partners to reinforce lessons.

## What Sets Us Apart

The School Days Foundation stands apart because of:

- Dr. Eric Thomas' Proven Track Record: Ranked as the #1 motivational speaker in the world, with a Ph.D. in Education, Dr. Thomas has inspired millions of students through his YouTube platform, books, and school-based programs. He has helped transform some of the nation's most challenging districts.
- Culturally Relevant, Interactive Delivery: Our sessions are not lectures—they are energetic,



engaging, and designed to connect with students through real-life application.

- National Reach with Local Impact: While our message has global influence, our team is committed to tailoring the program to BISD's specific student and community needs.
- Integration of Literacy and Leadership: Unlike typical leadership programs, we embed literacy skill-building into every workshop, aligning directly with BISD's academic goals.

### Topics Covered in Student Workshops

- Goal Setting & Vision Building
- Managing Stress & Anxiety
- Increasing Academic Performance
- You Owe You (Ownership & Responsibility)
- Becoming True Leaders & Readers
- Guest Speakers: TBA
- Mentorship & Accountability Partners
- Financial Literacy & Leadership
- Vocabulary Development & Annotating in Excellence
- Finishing Strong: Building Foundations for Success
- Family Engagement: Families & Students Together
- Why Literacy?
- Growth Mindset Strategies
- Increasing Reading Motivation
- Attendance & Resiliency Building
- Effective Note-Taking Skills
- Why Attendance Matters

Below you will find an example of an example workshop/curriculum we will facilitate with students of BISD.



## MODULE 1, LESSON 1: GROWTH MINDSET

**Learning Goal:** Students will understand the concept of a growth mindset and its importance in learning, personal development, literacy, and leadership.

**Essential Question** (posted for students to answer on the way in):

How does adopting a growth mindset contribute to our learning and success?

### **Materials Needed:**

- Whiteboard/Blackboard and markers/chalk
- Printed worksheets with growth mindset statements (or students can write in Playbook Planners)
- Timer
- Slides/Projector
- Student Playbook Planners to write exit ticket answers & take notes

### **Lesson Plan:**

#### *Introduction (5 minutes)*

- Welcome students at the door with handshakes.
- Have students scan the QR code to sign in with short survey.
- Appropriate music on the way in.
- Students answer the essential question on the way in on a whiteboard, chart paper, or in Playbooks.
- Introduce the topic of growth mindset (can be with a quick statement, a video, a picture, a game, a scenario to act out, etc.)
- Share the learning goal and discuss the essential question for the day's lesson.

#### *Independent Reading Time (6 minutes)*



*\*Remind students that research shows that just 6 minutes a day of additional reading can SIGNIFICANTLY increase reading performance.\**

- Ask students to read silently for 6 minutes, emphasizing embracing challenges and persistence in their reading.
- Remind students that independent reading is an activity everyone should participate in quietly.
- Real books are preferred to digital reading, but the facilitator can choose to manage this based on students.
- Optional: Have books/articles related to growth mindset available.
  - Ex: You Owe You (By Eric Thomas) given to every student last year.

#### *Engaging Activity (8 minutes)*

- Distribute printed worksheets with growth mindset statements or display slides with statements.
- Ask students to categorize the statements into fixed mindset and growth mindset statements.
  - Ex: This can be done with columns on the worksheet, written in their Playbook Planners, or in discussion with partners.
- Encourage discussion and explanation for their choices with small groups, then the whole group.

#### *Discussion and Talking Points (15 minutes)*

- Discuss the differences between fixed and growth mindsets based on the activity.
- Talk about the impact of each mindset on learning, resilience, and personal development - with a specific focus on literacy and leadership.
- Use examples from real-life situations or famous personalities to illustrate both mindsets.
- Emphasize the importance of a growth mindset in overcoming challenges and achieving goals.

#### *Application and Reflection (10 minutes)*

- Divide students into pairs or small groups.
- Provide scenarios or challenges for discussion where a growth mindset could make a difference - focus specifically on GPA, test taking, and attendance. Use slides to display.
- Encourage students to brainstorm strategies to adopt a growth mindset in those scenarios and within those topics.
- Each group shares their thoughts with the whole group.



*Exit Ticket (6 minutes)*

- Display exit ticket questions with the questions: "How will you apply a growth mindset to overcome a challenge you are currently facing? How will you allow a growth mindset to impact your academic performance and attendance?"
- Students write their responses before leaving.

*Conclusion and Recap (5 minutes)*

- Summarize the key points discussed during the lesson.
- Reinforce the importance of maintaining a growth mindset in their daily lives - especially in impacting their leadership & literacy skills - which will, in turn, influence their academic performance and attendance.

This lesson plan is designed to be interactive, engaging, and informative while catering to a one-hour class period for middle or high school students. Adjustments can be made based on the specific needs and dynamics of the classroom.

When applicable, share an ET video on the topic.

The overarching goals of every lesson are to encourage students to increase their GPA, test scores, improve attendance, eliminate discipline referrals, and increase their literacy and leadership skills overall.



## Deliverables

Minimum Deliverables (all will be met):

- One school-wide kickoff event (per school) with Dr. Eric Thomas to introduce program themes.
- One parent training session with dinner included. Goal is to equip families with academic support tools. Parents will receive special versions of the playbook planners designed specifically for parents. Family engagement materials will be aligned with program goals. Objective is to reach over 200 parents.
- Bi-monthly student workshops. 2 groups of 50 students at each high school, 200 total. (minimum of 24 workshops across the school year, between the 2 schools). Workshops sessions will run October 2025 – May 2026.
- Monthly progress reports tracking attendance, engagement, and outcomes.
- Comprehensive end-of-program evaluation report with data and recommendations.
- Additional student workshops (Virtual Support)
- Expanded distribution of family resources (digital newsletters, take-home guides, Zoom training with parents).

Our proposed pricing is all-inclusive and covers all costs associated with program delivery, including kickoff event, keynote services, parent training with dinner, student and family materials, bi-monthly workshops, travel, lodging, and administrative expenses. No additional costs will be charged beyond the total proposed price.”

Last year, The School Days Foundation had the privilege of partnering with BISD to deliver this program, and the feedback from students, staff, and families was nothing short of phenomenal. Students were insistent about our return, consistently sharing how impactful the sessions were on their personal growth and academic confidence. Together, we achieved more than 5,000 hours of student engagement and provided over 3,000 hours of direct mentoring—powerful proof of the program’s ability to create lasting connections and measurable impact. We are excited to build on this momentum and expand these successes in the year ahead.

We welcome the opportunity to continue serving BISD, and please do not hesitate to reach out with any questions or additional information.

Sincerely, Dr. Eric Thomas

# Quote

## #Q-276584

Quote must be attached to Purchase Order

September 29, 2025

Valid Until **December 4, 2025**

COMMENCEMENT DATE:9/16/2025

### Bill To

#### Beaumont Isd

Accounts Payable

3395 Harrison Avenue,

Beaumont, Texas 77706

ATTN: NA

### Ship To

#### Beaumont Isd

Accounts Payable

3395 Harrison Avenue,

Beaumont, Texas 77706

ATTN: Ericia Redmond

# Everway

2401 Sawmill Pkwy Suite 10-11,

Huron, OH 44839,

United States

PO's or Payment Questions

[sales@everway.com](mailto:sales@everway.com)

Fed Tax ID: 26-2606260

### Everway Contact:

Anna Sanders

[a.sanders@everway.com](mailto:a.sanders@everway.com)

QTY	Item	Type	License Description	Sub Start Date	Sub End Date	Unit Price	Extended Price
65	ULS	Retail	Unique Learning System®	9/16/2025	9/15/2026	USD 830.99	USD 54,014.35
38	NWS	Retail	News2you™	9/16/2025	9/15/2026	USD 259.99	USD 9,879.62
5	SSX	Retail	SymbolStix PRIME® / SYMBOLSTIX®	9/16/2025	9/15/2026	USD 184.99	USD 924.95
<b>Total Unit:</b>							<b>USD 64,818.92</b>
<b>Tax:</b>							<b>USD 0.00</b>
<b>Total:</b>							<b>USD 64,818.92</b>

### NOTE: Credits, discount, adjustments, notes

Tax exemption certificates can be sent to [sales@everway.com](mailto:sales@everway.com)

III.F.4. Approve School Improvement  
Turnaround Plans



# Board Exhibit Cover Sheet

Meeting Date: October 16, 2025

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

Agenda Item Title: Approve School Improvement Turnaround Plans

Cabinet Level Presenter(s): Anetra Cheatham

Additional Presenter(s): Kourtney Lavergne

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

**Recommendation:**

**Budget Impact\* (if applicable):** NONE

**Funding Source (if applicable):** NONE

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

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

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

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

\_\_\_\_\_  
10.8.25  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## TAP Development Checklist

### Needs Assessment

- Indicate the type of needs assessment (e.g. ESF diagnostic, [locally conducted needs assessment that meets criteria in TEC 39A.053](#)) conducted for each SI-identified campus in the school system ***following the release of 2025 preliminary state and federal ratings.***

### Student Outcome Goals

- Include Campus-wide Goals for:
  - All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year
  - All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year
  - Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III **(CSI)**
  - Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III **(CSI)**
  - Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III **(CSI)**
  - Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III **(CSI)**
  -

### School Improvement Strategy

- Name the strategy or strategies you will implement for this campus/these campuses: Strong Foundations Implementation, Instructional Leadership Pathways, LIFT, Closure and Reassign, Texas Partnerships (SB 1882 turnaround partnership), School Action (excluding reassign), Improve Graduation Rate, Other School Improvement Strategy
- Name any organizations you are working with to build capacity and support your strategy implementation
  - ONLY COMPLETE IF THE ORGANIZATION NAMED IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).
- What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?
  - Please describe the staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

**Curriculum & Instruction**

Name curriculum

- Indicate how many instructional minutes per week are required/recommended for implementation of this curriculum?
- Indicate how many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?
- How many instructional days are included in the 2025-2026 calendar?

Describe the assessment plan

PLCs

- How will PLCs be organized (by grade level, content area, etc.)?
- How frequently will PLCs occur?
- Who will facilitate PLCs?
- Who is required to attend PLCs?
- Please describe the PLC protocol to be used

**Capacity Building**

Indicate -

Principal Name

- Years of experience as a campus principal
- Campus principal turnaround experience

Principal Manager name

- Years of experience as a Principal manager
- Principal manager turn around experience

% of teachers on the campus who:

- have more than 2 years experience
- are certified
- are TIA designated teachers

Please describe your planned training/PD sessions

- (and who delivers and attends) for:
  - Principal manager
  - Principal
  - Other campus admin (assistant principals, instructional coaches)
  - Teachers

How will you differentiate training for inexperienced (less than 2 years in role)?

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)?

What look fors will be included in this tool?

- How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?
- What capacity building supports related to supporting students in special populations will teachers and administrators receive?

**Milestones**

- share the key milestones for this strategy (timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP).

**Performance Management:**

- Describe how district and campus leaders will monitor the successful implementation of this plan.
- Name who will be responsible for reviewing progress towards the milestones described in the previous section?
- Share how frequently will progress toward milestones be reviewed
- Share how milestone progress data be collected
- Share how milestone progress data will be shared with district leadership and other relevant stakeholders

**Resources:**

- Share how district and campus leaders will monitor the successful implementation of this plan.
- Who will be responsible for reviewing progress towards the milestones described in the previous section?
- How frequently will progress toward milestones be reviewed?
- How will milestone progress data be collected?
- How will milestone progress data be shared with district leadership and other relevant stakeholders?

**BEAUMONT INDEPENDENT SCHOOL DISTRICT  
CHARLTON POLLARD ELEMENTARY SCHOOL  
2025-2027 TURNAROUND PLAN**



**BELINDA TAYLOR-PRINCIPAL**



Charlton-Pollard Elementary School  
School Improvement Turn Around Plan (TAP)

Statement	Information
Associate Superintendent of Elementary Schools (direct supervisor of the principal)	Dr. Anita Frank 10 years of experience in this role, with each year having a turnaround campus
Principal	Belinda Taylor Second-year principal, 28 years in the education field
Assistant Principals	Billye Ardoin Second-year assistant principal, 13 years of experience
Behavior Interventionist	Donyale Richard 4 years of experience in this role, 21 years of experience in education
Wellness Coordinator	Chenetra Dickerson 1 year of experience in this role 10 years of experience in education
Counselors	3 years of experience in education
Instructional Coach	Shannon Trotter 1 year of experience, 15 years of experience in education
Teachers with more than 2 years of experience in the role	63% teachers with more than 2 years in their current role 17/27
Special Programs on the Campus	Exxon/Mobil 1st gr Reading Initiative, STEM, Honor Society, RAKStar, Pretty Pink in Pearls
Number of Classroom Teachers	18 traditional classrooms non-traditional classrooms (Dyslexia, Gifted and Talented, SPED, Speech, ESL)
Teachers Information	13 certified teachers 14 adjunct teacher 1nd 1 Permanent sub



## Charlton-Pollard Elementary School School Improvement Turn Around Plan (TAP)

### 1. What is your School Improvement strategy?

Charlton-Pollard Elementary School's improvement strategy focuses on addressing the root cause of low academic performance in foundational reading and math skills through the following aligned and time-bound actions:

- **Implementation of High-Quality Instructional Materials (HQIM):** Teachers receive ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum. HMH Reading is designed to target core gaps in phonemic awareness, phonics, and basic math computation.
  - **Transition Support from TFS to BISD Curriculum Resources:** With the support of experienced new leadership and an instructional coach, the school will model BISD-aligned curriculum and intervention supports.
- **Structured Intervention Block:** A daily intervention block is implemented to directly address skill deficiencies identified through data, including progress monitoring, universal screeners, and formative assessments.
- **Capacity Building and Coaching:** All campus leaders and instructional staff engage in a layered professional learning plan using Greatminds as the provider. This includes upfront summer training, weekly Professional Learning Communities (PLCs), coaching cycles, and monthly walkthroughs using ESF-aligned look-fors, tailored to the current staff's experience and effectiveness levels (as indicated in the ESF Diagnostic). Greatminds provides educators with the tools they need to help every student reach their full potential. They provide a strong math program that balances conceptual understanding, procedural fluency, and application, while adapting to students' needs, ensuring flexible and meaningful learning.

These strategies align with Lever 1 of the Effective Schools Framework, focusing on building leadership capacity and ensuring high-quality instructional planning and delivery.

#### **Student Outcome Goals:**

Reading Meets Goal for Domain III: 46%

Math Meets Goal for Domain III: 35%

Domain III Academic Achievement Component Score Goal: 40.6

Domain III Growth Component Score Goal: 34.4

Domain III ELP Status Component Goal: 75

Domain III Student Success Component Goal: 25



Charlton-Pollard Elementary School  
School Improvement Turn Around Plan (TAP)

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

Charlton-Pollard Elementary School received an “F” state accountability rating for the 2025–2026 school year, primarily due to consistently low student performance in foundational reading and math skills, limited evidence of effective Tier 1 instruction, and a lack of structured intervention and progress monitoring systems. The school improvement strategy directly addresses these root causes by:

- **Ensuring Fidelity to High-Quality Instructional Materials (HQIM):** The adoption and implementation of the Bluebonnet Math Curriculum provides aligned, evidence-based content designed to support students in mastering grade-level standards. The latest locally conducted needs assessment with the CEIC and campus faculty identified a prioritized focus area: Essential Action 4.1 Daily Use of High-Quality Instructional Materials. This transition to Bluebonnet materials directly aligns with Lever 4. Instructional time has been deliberately structured to protect and prioritize HQIM delivery in all core content blocks.
- Schedules are aligned to provide additional Tier 1 instructional time and small group instruction.
- **Strengthening Instructional Leadership:** Campus and district leaders are engaging in targeted professional development and coaching cycles to build their capacity in instructional planning, monitoring, and feedback. This includes support for the principal and tailored coaching plans for novice leaders. The campus is engaging in Strong Foundations and partnering with Great Minds for Implementation Support in Bluebonnet Math.
- **Elevating Teacher Effectiveness:** All teachers, including those who are uncertified, will receive upfront training and participate in weekly coaching cycles to improve instructional practices and ensure data-informed intervention. Special emphasis is placed on building teacher capacity to meet the diverse needs of students in special populations, including English language learners (ELs), students with disabilities, and at-risk learners. NWEA data identified that top-performing students are in the 60th or greater percentile of student performance.
- **Embedding Weekly High-Quality Professional Learning Communities (PLCs):** Collaborative planning sessions occur weekly and are facilitated by instructional coaches to analyze student data, plan for High-Quality Instructional Materials (HQIM) implementation, and adjust instruction based on formative assessments.
- **Addressing Special Population Needs:** The strategy includes job-embedded training and Professional Learning Community (PLC) focus areas tailored to special population instructional strategies, such as sheltered instruction, differentiation, and inclusion supports.



## Charlton-Pollard Elementary School School Improvement Turn Around Plan (TAP)

This plan aligns directly with the causes of the “F” rating by addressing instructional gaps, ensuring time for and fidelity to high-impact instructional practices, and intentionally building the instructional capacity of both leaders and teachers. Additionally, it addresses Domain 3, the lack of student performance in Mathematics, and meets the academic growth of low-performing subgroups.

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

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

### **Phase 1: Planning and Upfront Capacity Building (June 2025–August 2026)**

#### **Milestones:**

- Utilizing the NWEA (MAP) data and mClass, students have been identified in the 60th percentile and above and will be under the direct instruction of the certified math teacher. The paraprofessional will assist with active monitoring of students while the teacher conducts small group instruction. Using NWEA (MAP) and mClass data, students scoring at or above the 60th percentile will receive direct instruction from the certified math teacher. During this time, the paraprofessional will support by actively monitoring students while the teacher delivers small-group instruction.
- Conduct data review of district assessment results, BOY/MOY/EOY NWEA screeners.
- Facilitate a 2-day Back-to-School Professional Development (PD) session, organized and provided by the Curriculum & Instruction Department, for all teachers and leaders on Bluebonnet Math HQIM, effective instructional delivery, and data-driven planning.

#### **Monitoring Efforts:**

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



Charlton-Pollard Elementary School  
School Improvement Turn Around Plan (TAP)

**Phase 2: Implementation and Initial Progress Monitoring (September 2026–December 2026)**

**Milestones:**

- Implement HQIM across all K–5 reading and math classrooms with protected instructional blocks.
- Establish (2x) **weekly PLCs** focused on lesson internalization, formative assessment review, and student outcomes. Reading PLCs weekly on Tuesdays; Math PLCs on Thursdays.
- Conduct **daily instructional walkthroughs and coaching sessions** with Bluebonnet-Great Minds and content coordinators aligned to HQIM look-fors. District math and reading coordinators visit weekly.
- Launch intervention blocks targeting Delta Math (beginning October 2025), Reading phonics (grades 3-5), Saxon Phonics (Kinder to 2nd grade), phonemic awareness, and basic math computation.
- Deliver additional Professional Development sessions for teachers serving ELs, SPED, and at-risk students.
- Delivery of monthly Practice Clinics, which focus on supporting uncertified teachers in building teacher capacity.
- Targeted 1st-grade tier 2 and tier 3 students in improving foundational reading skills. Literacy Initiative with Exxon/Mobil, Beaumont ISD, Lamar University College of Education and Human Development, and Lamar Institute of Technology (LIT).

**Monitoring Efforts:**

- The campus leadership team reviews progress biweekly using walkthrough data, student work samples, and PLC notes.
- Schoolmint data and fidelity checklists are submitted monthly to the principal.
- Progress updates are viewed at any time by the Elementary Associate Superintendent.
- The Early Childhood Supervisor actively monitors and provides support with the curriculum for the Exxon/Mobil Literacy Initiative.

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

**Milestones:**

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



Charlton-Pollard Elementary School  
School Improvement Turn Around Plan (TAP)

**Monitoring Efforts:**

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

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

- Retain high-impact staff; provide induction and mentorship for new hires.
- Conduct a two-year fidelity review of HQIM and intervention systems.
- Plan for sustainability through leadership succession planning and training of future teacher-leaders.
- Implementation of the new Teacher Incentive Allotment(TIA) will provide additional incentives to recruit high-quality certified teachers.

**Monitoring Efforts:**

- Campus Leadership, District Team, and Great Minds conduct Bi-Weekly Learning Walks focusing on targeted instructions: Lesson Internalization; Student Discourse; Small-group instruction, and HQIM being used with fidelity.
- Annual reflection and performance analysis are shared with all campus stakeholders.

**Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal Taylor Assistant Principal Ardoin Instructional Coach Trotter	Weekly data reviews, walkthroughs, and coaching plans
Principal Taylor Assistant Principal Ardoin Instructional Coach Trotter	Monthly fidelity checks, feedback, and adjustment recommendations
Elementary Associate Superintendent Dr.Frank	Monthly fidelity checks, feedback, and adjustment recommendations



## Charlton-Pollard Elementary School School Improvement Turn Around Plan (TAP)

All progress data will be documented with BISD's Shared Google Drive, with disaggregated student performance data, Bluebonnet Learning Observation Tool, Professional Learning Communities attendance logs, and Schoolmint Observation and Feedback Reports.

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

Based on the CEIC assessment, key gaps were identified in the areas of poor math performance on STAAR 2025 in grades 3-5. To address these areas and fully implement the school improvement strategy, the following reallocation of resources is required:

### 1. Staffing Changes and Additions

- **Campus-Based Instructional Coach (ELAR/Math):**
  - **Justification:** The CEIC needs assessment noted limited low academic performance in reading and math. An instructional coach will provide weekly PLC facilitation, biweekly coaching, and model lessons for fidelity to HQIM.
  - **Funding Source:** General Funds, Title I, and LASO grant
  
- **Substitute Coverage for Professional Development & Coaching Cycles:**
  - **Justification:** To allow teachers to attend job-embedded coaching, data meetings, and planning sessions without sacrificing instructional time.
  - **Funding Source:** General Funds
- **District Provided Staffing Addition:**
  - **Justification:** The District will provide two part-time Retire/Rehire teachers for small-group instruction to identified low-performing fourth and fifth-grade students in Math and Reading.

### 2. Time Allocation and Scheduling Adjustments

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



## Charlton-Pollard Elementary School School Improvement Turn Around Plan (TAP)

### 3. Funding for Professional Development and Capacity Building

- **Funding Source:** Title 1 or General Funds
  - Upfront and Ongoing HQIM Training (Bluebonnet Math)
  - HMH Reading from the district coordinator
  - Quarterly assistance from the MTSS coordinator for Tier 2 and Tier 3 students
  - Targeted PD for Special Populations (SPED, ELs)
  - Instructional Leadership Coaching from an Associate Elementary Superintendent

### 4. Instructional Materials and Resources

- **HQIM Supplementary Materials (Intervention Kits, Decodable Readers, Manipulatives):**
  - **Funding Source:** General Funds with a budget of \$4,000.
- **Technology Resources (Panel, Student Electronic Devices):**
  - **Justification:** To support instruction, intervention, and engagement.
  - **Funding Source:** General funds with a budget \$5,000.

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

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

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

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

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

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



Charlton-Pollard Elementary School  
School Improvement Turn Around Plan (TAP)

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

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

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

90 minutes of instructional time daily

- Focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment.
- **Zearn:** Supplemental math resource aligned to TEKS and Bluebonnet for scaffolded student practice.
  - 90 minutes of online instruction weekly
- Delta Math Intervention focuses on foundational math skills.
  - 30 minutes of instructional time weekly.

b) K-5 RLA: **HMH Reading** (State Board of Education–approved HQIM)

120 minutes of instructional time daily

- Foundational Skills/Reading Phonics
- Reading HMH
  - Reading Comprehension
  - Writing
- Small Group Instruction
  - Teacher station
  - Independent Student work/stations
- **mCLASS (Amplify), Saxon Phonics, and Amira:** K–2 literacy assessment and progress monitoring.

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

- Monday, September 29, 2025

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

- Thursday, October 2, 2025 @ 5:00 – 6:00 p.m.



Charlton-Pollard Elementary School  
School Improvement Turn Around Plan (TAP)

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

- The campus solicited feedback during the public face-to-face hearing of the Turnaround Plan and included a survey link to receive feedback. Also, the plan was posted on the campus website with a feedback survey link attached to capture feedback from stakeholders.

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

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

- *Pending Approval: October 16, 2025*

**BEAUMONT INDEPENDENT SCHOOL DISTRICT  
HOMER ELEMENTARY SCHOOL  
2025-2027 TURNAROUND PLAN**



**MELLOW TATMON-PRINCIPAL**



## Homer Drive Elementary School Improvement Turnaround Plan (TAP)

### **Stakeholder Engagement**

Staff Meeting: August 4, 2025

Goals Night: September 3, 2025

Coffee with the Principal/Public Notice for Turnaround Plan: October 7, 2025  
(Parents, Community, and Business Partners invited to the event)

Board Approval: Scheduled for October 16, 2025

### **Student Outcome Goals**

Reading Meets Goal for Domain III: 33%

Math Meets Goal for Domain III: 29%

Domain III Academic Achievement Component Score Goal: 34.4

Domain III Growth Component Score Goal: 62.5

Domain III ELP Status Component Goal: 75

Domain III Student Success Component Goal: 25

### **School Improvement Strategy**

The most recent ESF Diagnostic Summary, conducted in October 2024, identified the following strengths and areas for growth:

#### **Strengths**

- Placing the strongest teachers with the highest-needs students
- Creating the right conditions for student learning
- Use of high-quality instructional materials (HQIM)
- Use of data to analyze and monitor student performance

**Areas for growth**

- Implementation of research-based instructional strategies (EA 4.1)
- Use of data to effectively analyze and monitor teacher progress through coaching cycles (EA 5.2)

Our school improvement strategy will focus on the two identified areas for growth by utilizing Strong Foundations Implementation of High Quality Instructional Materials.

**Focus Area #1: ESF 4.1 Daily use of high-quality instructional materials**

Teachers will be supported through ongoing professional development to ensure fidelity in the use of Bluebonnet Learning Reading and Math. Both curricula cover 100% of the Texas Essential Knowledge and Skills (TEKS) and are recognized to be High-Quality Instructional Materials (HQIM).

The following supports are in place to build the capacity of our leadership and instructional staff in the use of Bluebonnet materials:

- **Instructional Materials Supports**

<i>Resource</i>	<i>Training</i>	<i>Other Supports</i>
<b>Bluebonnet Learning: K-5 English Language Arts and Reading</b>	<ul style="list-style-type: none"><li>● June 4, 2025- Overview/ Components Review (Campus Leaders Training)</li><li>● June 23, 2025- Strong Foundations Implementation (Initial)- Bluebonnet RLA Launch</li><li>● August 8, 2025- LASO Curriculum Rollout (Campus Leaders)</li><li>● September 25, 2025- Strong Foundations Implementation- Initial (Campus Leaders)</li><li>● PLC's focused on lesson internalization</li></ul>	<ul style="list-style-type: none"><li>● Instructional Coach Support- Danielle Neely (Region 5 ESC)</li><li>● Support Walks w/ Danielle Neely</li><li>● Principal Support- Ashton Knox (Region 5 ESC)</li><li>● Learning Walks w/ Ashton Knox</li><li>● Classroom observations and feedback cycle</li><li>● Weekly PLCs focused on lesson internalization.</li><li>● Data Meetings to monitor student progress towards campus, grade level, teacher, and individual student goals. Data will be used to identify learning gaps and plan interventions.</li></ul>

	<ul style="list-style-type: none"> <li>● Extended PLC's</li> <li>● Monthly Practice Clinics (Initial Implementation)</li> </ul>	
<p><b>Bluebonnet Learning: K-5 Mathematics</b></p>	<ul style="list-style-type: none"> <li>● June 4, 2025- Overview/ Components Review (Campus Leaders Training)</li> <li>● June 18, 2025- Strong Foundations Implementation (Campus Leaders Training)</li> <li>● August 6, 2025- Bluebonnet Math Launch (Teacher Training)</li> <li>● August 8, 2025- Curriculum Rollout (Teacher Training)</li> <li>● August 11, 2025- Curriculum Rollout 2 (Teacher Training)</li> <li>● October 9, 2025- Bluebonnet Leader Session (Campus Leaders)</li> <li>● PLCs focused on lesson internalization</li> <li>● Extended PLC's</li> <li>● Monthly Practice Clinics</li> <li>● Saturday Math Training Sessions (monthly)</li> </ul>	<ul style="list-style-type: none"> <li>● Coaching Support- Jeri Payne w/Great Minds</li> <li>● Support Walks with/ Great Minds Coach, District Math Supervisor, Campus Instructional Leadership Team</li> <li>● Beginning October 1, 2025- Virtual PLC Content Studies Sessions</li> <li>● Classroom observations and feedback cycle</li> <li>● Weekly PLCs focused on lesson internalization. PLCs will be attended by General Ed and Special Education Teachers, the Instructional Coach, and Principals.</li> <li>● Data Meetings to monitor student progress towards campus, grade level, teacher, and individual student goals. Data will be used to identify learning gaps and plan interventions.</li> </ul>

In addition, these supplemental resources will be utilized:

- **Additional Supports (Online Programs)**

<b>Reading Language Arts</b>	<b>Mathematics</b>
Amira AI Reading Coach- an artificial intelligence-powered tutor and assistant that provides personalized reading instruction for K-3 students, based on the Science of Reading	Zearn- supplemental math resources aligned to TEKS
MyOn Digital Library- a digital reading platform that provides students with 24/7 access to an extensive library of enhanced e-books and age-appropriate news articles to support literacy development.	xTRA Math- an online program designed to help students master basic math facts and achieve fluency in arithmetic.
Amplify Boost- an educational program that uses personalized, game-based digital instruction to develop foundational literacy skills	Varsity Tutors- an online tutoring platform that connects students with instructors
Varsity Tutors- an online tutoring platform that connects students with instructors	

Students will be assessed throughout the school year using the assessments described in the table below.

<b>Assessment Type</b>	<b>Dates Administered</b>	<b>Administered to:</b>	<b>Purpose</b>
CLI Engage Screener	Aug. 25 - Sept. 19 (BOY) Jan. 12 - Jan. 30 (MOY) Apr. 27 - May 15 (EOY)	All PreK students	Measures student progress toward established academic standards to identify students who are on track and guide intervention decisions for students who are performing below grade level.
mClass Reading Screener	Aug. 25 - Sept. 19 (BOY) Jan. 12 - Jan. 30 (MOY)	All K - 1 students	

	Apr. 27 - May 20 (EOY)		
mClass Reading Screener	Sept. 2 - Sept. 19 (BOY) Jan. 12 - Jan. 30 (MOY) Apr. 27 - May 20 (EOY)	All 2 - 5 students	
NWEA MAP Math Screener	Aug. 25 - Sept. 5 (BOY) Jan. 12 - Jan. 30 (MOY) Apr. 27 - May 8 (EOY)	All K – 5 students	
Bluebonnet Learning Assessments: <ul style="list-style-type: none"> <li>● Daily formative assessments</li> <li>● Mid-unit/mid-module assessments</li> <li>● End-of-unit/end-of-module/end-of-topic assessments</li> </ul>	Embedded within the curriculum	K – 5th grade	These assessments provide teachers with critical data about student mastery of standards.
Writing Collection Benchmark	Embedded within the curriculum	K – 5th grade	Helps teachers assess students' writing progress and plan interventions to meet individual students' needs.
TEA Interim Assessments Window 3	Feb. 2 - 13 3-5 RLA 3 – 5 Math  Feb. 18 – March 5 5 <sup>th</sup> Science	Grades 3 - 5 RLA, Math, Science	These assessments provide actionable data to help monitor progress and predict student performance, as well as student practice using the TEA online testing platform.
Naglieri Testing	Feb. 9 - 13	Kindergarten students who qualify based on G/T screening	Used to identify gifted and talented students; measures a student's intellectual ability

TELPAS Testing Reading, Listening, Speaking, and Writing	Feb. 16 - March 27	K- 5  TELPAS Alternate Grades 2-5	Assess the English language proficiency of emergent bilingual students to identify students ready to transition out of an English language support program
CogAT Testing	March 2-5 (3rd-5th) March 16-20 (1st-2nd)	Students who qualify based on G/T screening	Used to identify gifted and talented students; measures students' cognitive development to identify how students think, learn, and solve problems
STAAR Assessments	April 14-29	Grades 3-5	Measures student achievement of state curriculum standards and provides data for intervention
AMIRA	September 15 - 26	Grades 3-5	AI-powered tool that listens to a student read aloud to assess oral reading fluency, identify reading difficulties, and analyze comprehension across various skills

**Focus Area #2: ESF 5.2 Build teacher capacity through observation and feedback cycles**

The Homer Drive Elementary teaching staff consists of teachers with varying degrees of experience, from 20+ years of teaching experience to 1st-year Adjunct Teacher. The campus leadership team continually prioritizes the recruitment of high-quality teachers to improve student outcomes. The table below describes the experience levels of our teaching staff.

<b>Teaching Staff</b> (Includes Core Content, Dyslexia, Special Education, Emergent Bilingual & Fine Arts Teachers)	
Certified	25/29 (86%)
Adjunct	4/29 (14%)
3 or more years of experience	22/29 (76%)

The following tools are used by the Leadership Team to conduct observations to identify trends and track teacher progress. They are also used to help track milestone data and progress over time.:

<i>Tool</i>	<i>Purpose</i>
Weekly Schedule/Calendar	The ILT meets weekly to discuss observation data and identify campus trends and professional development needs. Observations are scheduled to ensure all teachers are observed and receive feedback.
Schoolmint Grow	Observations, feedback, and meetings are entered in Schoolmint Grow and shared with teachers and the Instructional Coach
Bluebonnet Learning K-5 RLA Observation Tool	The tool is a resource for Instructional Leaders to document specific look-fors while observing teachers' instruction and implementation of HQIM.
Bluebonnet Learning K-5 RLA Action Step Coach Guide	To support Instructional Leaders when debriefing with teachers after classroom observations, to identify potential action steps
Bluebonnet Learning K-5 Math Observation Tool	The tool is a resource for Instructional Leaders to document specific look-fors while observing teachers' instruction and implementation of HQIM
Bluebonnet Learning K-5 Math Action Step Coach Guide	To support Instructional Leaders when debriefing with teachers after classroom observations, to identify potential action steps

**Curriculum and Instruction**

- Instructional blocks of 120 minutes per day for RLA in grades K-3 and 90 minutes per day in grades 4-5 are included in the Master Schedule. For Math, 90 minutes of instruction per day is included for grades K-5. The number of minutes in the Master Schedule meets the required allotment.

- A daily intervention block will be implemented to directly address skill deficiencies identified through data, including progress monitoring, universal screeners, and formative assessments.
- Weekly PLCs will focus on lesson internalization for Reading and Math. Data meetings will be conducted after unit assessments and Mid and End of Grading Period Assessments. PLCs will be facilitated by the Instructional Coach for all teachers of Bluebonnet Learning Reading and Math.

### **Support and Capacity Building**

- Campus Leaders conduct a minimum of 10 classroom observations per week. Each teacher will receive at least one observation with feedback once per nine weeks. The frequency of observation for Tier II or Tier III teachers is more robust and occurs more frequently.
- Teachers will receive feedback, in person, from their observer at least once each nine weeks using the SFI Action Step Guide to provide actionable, concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials, if applicable. The campus coach will follow up to observe the action steps in play, if applicable, within ten school days. Feedback and action steps will be recorded on the district observation platform, School Mint.
- Region 5 ESC Support for Instructional Coach- Support will be provided in the form of training, PLC support, and classroom observation walks.
- Region 5 ESC Support for Principals- Support will be provided in the form of training, PLC support, and classroom observation walks.
- Instructional Leaders provide additional support for Tier 2 and Tier 3 teachers through more frequent observations and coaching support.
- The district will provide monthly support for weekly planning meetings, observations, and practice Clinics. Opportunities for collaboration with content supervisors will also be provided.

### **Phase 1: Planning and Upfront Capacity Building (June 2025 – August 2026)**

#### **Milestones:**

- Recruit and hire certified and adjunct teachers who demonstrate strong instructional practices.
- Conduct data review of state assessment results, BOY screeners, and ESF diagnostic to identify staff needs, instructional gaps, and special population needs.
- Facilitate a 2-day Back-to-School Professional Development (PD) session, organized and provided by the Curriculum & Instruction Department, for all teachers and leaders on Bluebonnet Reading & Math HQIM, effective instructional delivery, and data-driven planning.

- Implement HQIM across all K–5 reading and math classrooms with protected instructional blocks.

### **Monitoring Efforts:**

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

## **Phase 2: Implementation and Initial Progress Monitoring (September 2026 – December 2026)**

### **Milestones:**

- Establish weekly PLCs focused on lesson internalization, formative assessment review, and student outcomes.
- Conduct a minimum of 10 instructional walkthroughs per week. Feedback will be shared in SchoolMint.
- Conduct a minimum of one coaching session aligned to Bluebonnet Learning Observation Tools and Action Step Coach Guide for RLA and Math. SchoolMint will be used to share feedback. Teachers needing support will be prioritized.
- Deliver targeted PD based on student needs and walkthrough trends (e.g., training for special populations, or training to support questioning, differentiation, and small group instruction).
- Launch intervention blocks targeting reading and math skills to close learning gaps.

### **Monitoring Efforts:**

- The campus instructional leadership team reviews progress during weekly meetings.
- Instructional Coach monitors and updates ILT on specific teacher needs.
- Progress updates are shared with the Associate Superintendent.

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

### **Milestones:**

- Conduct MOY data review using universal screeners and benchmark assessments.
- Adjust Tier 1 instruction and intervention groups based on progress monitoring.

- Deliver targeted PD based on walkthrough trends (e.g., questioning, differentiation, small group instruction or for special populations).
- Increase coaching frequency for teachers identified as needing intensive support.

**Monitoring Efforts:**

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

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

**Milestones:**

- Retain and recruit high-impact staff; provide induction and mentorship for new hires.
- Conduct a two-year fidelity review of HQIM and intervention systems.

**Monitoring Efforts:**

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

**Summary of Progress Monitoring Responsibilities**

Role	Responsibility
Principal & ILT	Weekly data reviews, walkthroughs, and coaching plans
Associate Superintendent	Quarterly briefings with data-driven recommendations

**Resources**

Based on current enrollment, we have identified the need for the following:

- **Staffing Additions**
  - Additional teachers needed in Kindergarten and 1st Grades
    - Justification: Compliance with the 22:1 student-teacher ratio and to provide a conducive learning environment
    - Funding Source: General Funds
- **Substitute Coverage**
  - Substitutes needed to allow teachers to participate in Professional Development & Coaching Cycles

- Justification: To allow teachers to attend job-embedded coaching, data meetings, and planning sessions without sacrificing instructional time
  - Funding Source: Title 1 or General Funds
- **Time Allocation and Scheduling Adjustments**
  - Protected Intervention Block (45-60 minutes daily)
    - Justification: Reallocation of master schedule time to ensure uninterrupted delivery of foundational interventions
    - Action: Reduction of non-instructional time blocks and streamlining transitions.
  - Weekly PLCs (45 minutes)
    - Justification: Time designated for data analysis, internalization of HQIM, and responsive planning.
    - Action: Adjust existing meeting structures to prioritize content-based PLCs.
- **Funding for Professional Development and Capacity Building**
  - Funding Source: Title 1, General Funds, or LASO Grant
    - Upfront and Ongoing HQIM Training (Bluebonnet RLA/Math)
    - Targeted PD for Special Populations (SPED, ELs)
    - Leadership Coaching
- **Instructional Materials and Resources**
  - HQIM Supplementary Materials (Intervention Kits, Decodable Readers, Manipulatives)
    - Funding Source: Title I, General Funds, or LASO Grant
  - Technology Resources (Panels, Student Devices)
    - Justification: To support instruction, intervention, and engagement
    - Funding Source: Title I or General Funds.

Homer Drive Elementary's turnaround plan includes strategic reallocation of time, staffing, and funds to ensure the campus can fully implement the school improvement strategy. Our priority will continue to be effective instructional delivery and teacher and student growth through professional development, coaching, and daily intervention.

Our plan also prioritizes providing funding to directly impact and support the implementation of high-leverage instructional strategies, capacity building for educators, and equity-driven supports for our students. The plan will be monitored quarterly by campus and district leadership to ensure expenditures align with progress toward academic recovery and improved campus accountability ratings.

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

**Date of the public notice for Turnaround Plan:**

- **Tuesday, October 7, 2025**

Feedback will be solicited from stakeholders via a survey. The survey link is included below.

- [Survey Link](#)

**Date of Turnaround Plan board approval:**

- ***Pending Approval: Thursday, October 16, 2025***

**BEAUMONT INDEPENDENT SCHOOL DISTRICT  
MARTIN ELEMENTARY SCHOOL  
2025-2027 TURNAROUND PLAN**



**KAREEN NELSON-PRINCIPAL**

**Martin Elementary School  
Improvement Turnaround Plan (TAP)**

Statement	Information
Associate Superintendent of Elementary Schools (direct supervisor of the principal)	Dr. Anita Frank (10 years of experience in this role, with each year having a turnaround campus)
Principal	Kareem Nelson (6-year principal, 20 years in the education field)
Assistant Principals	Tiffany Parker (first-year assistant principal, 27 years of experience)
Behavior Interventionist	Vacant position
Counselor	Tracy Colbert (33 years of experience in education)
Instructional Coach	Shareese Gobert (13 years of experience)
Special Programs on the Campus	Academics for Life (1 class) Early Childhood Special Education (1 class)
Number of Classroom Teachers	25 traditional classrooms 4 non-traditional classrooms (ancillary, dyslexia, SPED, ESL)
Certified Teachers Information	21 certified (1 certified in the Philippines) 10 non-certified teachers (adjunct teacher or permanent sub)

**Student Outcome Goals:**

Reading Meets Goal for Domain III: 34%

Math Meets Goal for Domain III: 29%

**1. What is your School Improvement strategy?**

Martin Elementary School's improvement strategy will be to prioritize curriculum and instruction to build teacher capacity and create an environment of data-driven instruction that produces measurable student achievement outcomes.

- **Implementation of High-Quality Instructional Materials (HQIM):** All teachers will engage in ongoing district-level and campus-based professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to

## **Martin Elementary School Improvement Turnaround Plan (TAP)**

target core gaps in basic math computation. In addition, the continuation of Amplify Reading, which is now Bluebonnet RLA, will be utilized with fidelity to close literacy gaps and increase student reading performance.

- **Tiered Interventions (MTSS):** Develop and implement a robust Multi-Tiered System of Supports (MTSS) that provides differentiated instruction and interventions:
  - **Progress Monitoring via Universal Screener:** The campus will administer IXL {BOY, MOY, EOY} assessments to determine student academic gaps to draft individualized learning paths for students. The campus will continuously monitor their progress with short-cycle and district assessments to ensure interventions are effective.
  - **Tier 1:** High-quality, engaging core instruction for all students. Ensure curriculum alignment with state standards.
  - **Tier 2:** Small-group interventions for students identified with moderate needs. This will include forty-five minutes per day in Math for students in grades six and seven. RLA interventions will be provided for all students daily, along with targeting skill-building and reteaching.
  - **Tier 3:** Intensive, individualized interventions for students with significant academic deficits. This will involve one-on-one tutoring, as well as daily embedded small-group instruction in Math and RLA.
  
- **Data Analysis and Progress Monitoring:** This will provide deeper insight into patterns, trends, and insights that can inform decision-making and lead to more effective educational practices.
  - Routine Data Meetings following district and campus assessments: Establish a WPM that specifically addresses the review of student data (formative and summative assessments, attendance, behavior) to identify trends, evaluate the effectiveness of interventions, and adjust strategies as needed.
  - Individual Student Growth Plans: Develop individualized academic growth plans for identified struggling students, setting clear goals and outlining specific support for students.
  
- **Leadership Capacity Building and Coaching:** Every campus leader and instructional staff members will engage and participate in professional development opportunities to sharpen their leadership skills and build their capacity to effectively and efficiently lead, model, and mentor staff members.
  - Greatminds is the organization providing leadership coaching and development for math. Greatminds creates high-quality, knowledge-building materials that deepen understanding and ignite a lifelong love for learning. It provides educators with the tools they need to help every student reach their full potential. Greatminds is a strong math program that balances conceptual

**Martin Elementary School  
Improvement Turnaround Plan (TAP)**

understanding, procedural fluency, and application. It adapts to students' needs, ensuring flexible and meaningful learning.

- Region V is the organization providing leadership coaching and development for reading. ESC Region 5 provides regional support for low-performing campuses — coaching, Technical Assistance for accountability, help with the Effective Schools Framework (ESF), monitoring and intervention work, and tools for developing Turnaround Plans.

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

Martin Campus received an “F” state accountability rating for the 2024–2025 school year, which can be attributed to low student performance in the areas of reading and mathematics. Martin has demonstrated academic growth in areas; however, a history of low academic performance in Math and RLA has remained a constant barrier.

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

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

**Phase 1: Planning and Training (June 2025 - September 2026)**

**Milestones:**

1. Hiring of all staff positions.
2. Provide professional development for teachers around school-wide academic goals, DDI goals, and HQIM.
3. Create plans for teacher coaching and support, and student support informed by the data.
4. Identify key data points to be tracked by utilizing state assessment results, BOY screeners, and previous ESF diagnostics.

**Monitoring Efforts:**

1. Observed and reviewed by the Martin Administrative Team
2. Assessment data results, Whetstone feedback, teacher coaching plans

**Phase 2: Initial Implementation and Feedback (September 2026 - December 2026)**

**Milestones:**

**Martin Elementary School  
Improvement Turnaround Plan (TAP)**

1. Ensure that a system and tools for observation of and feedback for classroom teachers are in place.
2. Teachers regularly use with fidelity the WPM protocols with fidelity to engage in professional learning that builds their capacity and strengthens student learning.
3. Teachers are annotating and internalizing the lessons with the implementation of all HQIM.

**Monitoring Efforts:** Administration participates in WPM, PLC meetings, and data meetings to observe adherence to protocol and engagement.

1. Review meeting minutes/agendas and meeting participation to ensure protocols are being implemented and carried out with fidelity.
2. Coaching cycles through Whetstone and the submission of grade-level meeting notes.
3. Submission and checks for teacher annotations.

**Phase 3: Mid-Year Adjustment/Refinement and Deeper Integration (January 2026 - May 2026) Milestones:**

1. MOY Student data will be used to evaluate and adjust instructional strategies and target specific student gaps.
2. Targeted professional development will be assigned and delivered based on observation/feedback from WPMs.
3. Identification of teachers needing support through coaching cycle monitoring and teacher tiered support.

**Monitoring Efforts:**

1. Ongoing: Formal classroom observations focusing on evidence of data-driven instructional adjustments.
2. Monthly Progress monitoring data collection: Review student growth data from Eduphoria (e.g., common assessment scores, attendance, behavior trends).

**Phase 4: Year 2 Refinement, Sustainability, and Expansion (June 2026 - August 2027)**

**Milestones:**

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

**Monitoring Efforts:**

1. Review of the final Year 1 report by all stakeholders.

**Martin Elementary School  
Improvement Turnaround Plan (TAP)**

2. Meeting with the Task Force to approve the Year 2 plan.

**Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Assistant Superintendent	Principal Power meetings and quarterly briefings with data-driven recommendations

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

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

Based on the ESF diagnostic findings for Martin Elementary School, key gaps were identified in the areas of (5.1) Effective instructional leadership, fidelity of instructional material implementation, and targeted support for special populations.

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

**Staffing:**

Instructional Coach paid using title funds

**Time:**

Intervention blocks are included in the Master Schedule as follows:

- Kindergarten- 60 minutes
- 1st Grade- 45 minutes
- 2nd - 5th Grade- 30 minutes for Math
- 4th and 5th Grade- 30 minutes Phonics intervention
- Weekly PLCs focus on lesson internalization, practice clinics and data disaggregation
- Reading PLCs

**Martin Elementary School  
Improvement Turnaround Plan (TAP)**

**Funding:**

**Funding for Professional Development and Capacity Building**

- Funding Source: Title 1 or General Funds
  - Upfront and Ongoing High Quality Instructional Material Training (Bluebonnet ELA/Math)
  - Leadership Coaching

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

To successfully implement the school improvement strategy at Martin Elementary, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the locally created campus needs assessment. The reallocation ensures that funds support (4.1) high-quality instructional materials (HQIM), capacity building, and improved student outcomes, particularly in Social Studies, Reading and Math.

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

Funding Source	Content	Approved Provider	Summary of Scope of Work
<p>LASO 3 Part a</p> <p>Total Funding awarded for RLA: \$401,000</p>	<p>For Bluebonnet RLA Strong Foundations Implementation and SFI School Improvement PLC Supports</p>	<p>Region V ESC</p>	<p>\$112,000 Learning Walks; PLC minimum of 20</p> <p>\$200,500 Bluebonnet Learning Training (6 SFI Sessions including setting implementation goals, leading internalization and PLCs, aligning assessments)</p> <p>10 Flexible Supports Learning Walks - 2 at each campus Prof Learning - 5 PL sessions, flexible supports, observations</p> <p>Remainder of funds to provide TEA-approved supplemental programs (Amira), print resources, additional Approved Provider supports, teacher trainings, stipends to instructional coaches, and paid Saturday</p>

**Martin Elementary School  
Improvement Turnaround Plan (TAP)**

			training sessions for teachers
LASO 3 Part b \$506,000 for Elem Math	For Bluebonnet Math Strong Foundations Implementation	Great Minds	\$225,000 SFI Sessions including setting implementation goals, leading internalization and PLCs, aligning assessments  Remainder of funds to provide TEA-approved supplemental programs including Zearn implementation print resources, additional Approved Provider supports, teacher trainings, stipends to instructional coaches, and paid Saturday training sessions for teachers
LASO 3 Part c \$744,000 for Elem Math	For Bluebonnet Math Strong Foundations Implementation	Great Minds	\$372,000 will be allocated to contract with Great Minds to provide additional coaching, leadership and teaching training, lesson internalization and modeling; Approximately 20% - \$148,800 will be allocated for additional coaching salaries for retired/rehired principals or instructional leaders and additional supports from the Approved Provider Approximately 30% - \$223,000 - will be allocated for teacher stipends/extra duty pay to attend Saturday and additional trainings outside of the school hours (\$100,000); salary for district Elem Math Coach (\$90,000); supplies/materials (\$33,000)

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

Staffing will be strategically allocated to support the successful implementation of the school improvement strategies and build internal capacity based on the ESF diagnostic findings.

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

- Help teachers interpret data from Eduphoria to identify instructional gaps related to routines or strategies.

**Martin Elementary School  
Improvement Turnaround Plan (TAP)**

- Model effective routines and strategies in classrooms.
- Co-plan lessons to embed these practices.
- Facilitate professional development on high-leverage instructional strategies.
- Provide ongoing coaching.

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

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

a) K-5 Math: **Bluebonnet Math** (State Board of Education–approved HQIM): For Math, 90 minutes of instruction is included for grades K-5.

- Focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment.
- Bluebonnet Reading K-3rd is required to complete 120 instructional minutes per lesson Knowledge/ Skills.
- Bluebonnet Reading 4th and 5th is required to complete 90 instructional minutes
- Bluebonnet Math K-5th is required to complete 60 instructional minutes
- Every 2nd and 4th Friday is a pause point in the Bluebonnet Curriculum for Mid-Unit Assessments, End of the Unit Assessments, and Technology Programs for Intervention.

Reading	$120 \times 5 = 600$ min of instruction weekly $120 - 4 = 480$ min of instruction  $90 \times 5 = 450$ min of instruction $90 \times 4 = 360$ min of instruction
Math	$60 \times 5 = 300$ min of instruction

- **Zearn:** Supplemental math resource aligned to TEKS and Bluebonnet for scaffolded student practice.

b) K-5 RLA: **Bluebonnet Reading** (State Board of Education–approved HQIM): Instructional blocks of 120 minutes for RLA in grades K-3 and 90 minutes in grades 4-5 are included in the Master Schedule.

- Comprehensive HQIM covering foundational literacy (phonological awareness, phonics, fluency), vocabulary, and comprehension.

**Martin Elementary School  
Improvement Turnaround Plan (TAP)**

- Aligned to the Science of Reading and TEKS. Includes decodable texts, embedded formative assessments, and writing integration.  
**mCLASS (Amplify):** For K–2 literacy assessment and progress monitoring.

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

- Monday, October 29, 2025 posted on the campus website calendar.

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

- October 7, 2025

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

- Goals Night
- Coffee and Kolache with the principal
- Draft of plan posted on the campus website with a survey attached to solicit feedback from stakeholders.
- The campus solicited feedback during the public hearing of the Turnaround Plan on October 7, 2025

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

Survey Link

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

Pending Approval: October 16, 2025

**BEAUMONT INDEPENDENT SCHOOL DISTRICT  
PIETZSCH MACARTHUR PK-8 CENTER  
ELEMENTARY CAMPUS  
2025-2027 TURNAROUND PLAN**



**ARIANA MOORE-PRINCIPAL**

Pietzsch-MacArthur Pre K-8th Grade (elementary)  
School Improvement Turnaround Plan (TAP) 2025

Pietzsch-MacArthur Elementary Campus Staff Demographics:

Statement	Information
Associate Superintendent of Elementary Schools (direct supervisor of the principal)	Dr. Anita Frank (10 years of experience in this role, with each year having a turnaround campus)
Principal	Ariane Moore (5-year principal, 22 years in the education field)
Assistant Principals	Linda Fulton (first-year assistant principal, 36 years of experience) Elvena Colbert (sub-assistant principal, retired principal with
Part-time Behavior Interventionist	Shamieka Dotson (20 years of experience in education)
Counselor	Tamara Bronson (19 years of experience in education)
Instructional Coach	Alisha Baker (36 years of experience)
MTRT (Master Team Reach Teacher)	Amber George-4th grade Zandra Daughtery-3rd grade Kimberly Armstrong-Williams-5th grade
Special Programs on the Campus	Regional Day School Program for the Deaf/Hard of Hearing (5 classes) Academics for Life (2 classes) Early Childhood Special Education (1 class)
Number of Classroom Teachers	49 teachers (including non-traditional classrooms, RDSPD, and SPED self-contained classrooms)
Certified Teachers Information	37 certified (5 certified in the Philippines) 12 non-certified teachers (adjunct teacher or permanent sub)

1. What is your School Improvement strategy?

Pietzsch-MacArthur's school improvement turnaround plan strategy focuses on increasing and building academic growth of students in the core subjects of reading, math, and science, which will reflect on standardized tests by using the following strategies:

- **Implementation of High-Quality Instructional Material (HQIM):** Staff, including teachers and instructional support staff, will receive training in the

new implementation of the Bluebonnet Reading and Math curriculum. Administrators will also receive training in the new curriculum and be provided with best practices on how to coach and guide teachers.

- **Structured Master Schedule:** The master schedule will reflect both the desired number of minutes in the reading and math block, as well as provide time for intervention that includes, but is not limited to, Amira, Zearn, etc.
- **Building Teacher Capacity:** Increasing and strengthening teachers' knowledge base in the curriculum while building a culture of coaching and feedback. Making it a norm to participate in and implement lesson internalization. Skills are being refined through participating in Professional Learning Communities (PLCs), completing coaching and feedback cycles, weekly planning meetings, practice model faculty meetings, and mentorship.

The above strategies focus on 4.1 Daily use of high-quality instructional materials and 5.2 building teacher capacity through observation and feedback cycles.

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

In 2023-2024, Pietzsch-MacArthur received an accountability rating of an "F". Since then, the campus has received a rating of F in the consecutive years to follow. Having an HQIM and building teacher capacity to implement this curriculum will create a classroom with great instruction and learning.

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

### **Phase 1: Planning and Upfront Capacity Building (June 2025-August 2026)**

#### **Milestones:**

- The campus hired an instructional coach who specializes in supporting and guiding teachers to build their capacity.
- The campus is partnered with Opportunity Culture, a staffing model that provides teachers to coach other teachers, which results in:
  - Student learning growth
  - Teacher leadership pathways
  - Build-your-own teacher pipeline
- Analyze previous year data of standardized tests and BOY screeners such as mClass, NWEA, and CLI Engage.
- Facilitate a 2-day Back-to-School Professional Development (PD) session, organized and provided by the Curriculum & Instruction Department, for all teachers and leaders on Bluebonnet Reading & Math HQIM, effective instructional delivery, and data-driven planning.
- 4-day summer bridge for Opportunity Culture that was aimed towards leaders such as administrators, MCLs, and MTRTs

#### **Monitoring Efforts:**

- Designed by Principal and Campus Leadership Team

- BOY screener data, PD attendance, and coaching plans submitted to the principal
- Updates provided to the Associate Superintendent during leadership check-ins.
- Professional Development with a partner school that focuses on Opportunity Cultures' best practices

**Phase 2: Implementation and Initial Progress Monitoring (September 2026-December 2026)**

**Milestones:**

- Implement HQIM with fidelity, Bluebonnet Reading and Math for the allotted reading and math block
- Establish a concrete protocol and system for PLCs and DDIs
- Establish the curriculum, look-fors that are aligned with district look-fors
- Create and implement with fidelity intervention blocks that are uninterrupted, that include foundational math and reading material (including phonics)

**Monitoring Efforts:**

- Providing lesson plan feedback and coaching (annotated scripts)
- Principal monitors weekly Schoolmint Whetstone feedback given by instructional coach and other admins

**Phase 3: Mid-Year Adjustment and Deepening Implementation (January 2026 - May 2027)**

**Milestones:**

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

**Monitoring Efforts:**

- Review and analyze MOY data, such as screeners (mClass, NWEA, CLI)
- Review and analyze the interim data given by the district

**Phase 4: Year 2 Refinement, Sustainability, and expansion (June 2026 - August 2027)**

**Milestones:**

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

### Monitoring Efforts:

- Create and analyze a staff culture and climate survey to identify those items that need to be improved
- Meet with stakeholders and review data and campus initiatives, such as the campus vision and mission, to revise and reflect all stakeholders' input

### Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal	Monitor and analyze feedback given in Schoolmint (Whetstone) during coach cycles, PLC, weekly planning meetings, and DDIs
Principal and CLT	Review data from weekly assessments, exit tickets, or other sources of data, and review support and coaching from the CLT team
Master Team Reach Teachers	Provide coaching/feedback, co-teaching, and modeling for the teachers to whom they are assigned

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

Reallocation of resources, such as implementing the curriculum with fidelity, training on building teacher capacity, identifying and monitoring targeted areas, such as sub-pop needs to be identified early in the school year.

Early intervention shows growth when identified early. In this case, resources such as after-school/before-school tutorials can begin early. Identification on low standards can be spiraled and reviewed in small group instruction while providing instruction to Tier II and Tier III students.

### I. Staffing Changes and Additions

- **Campus-Based Instructional Coach (ELA/Math):**
  - **Justification:** ESF findings noted limited instructional leadership capacity. A dedicated coach will provide weekly PLC facilitation, biweekly coaching, and model lessons for fidelity to HQIM.
  - **Funding Source:** Title I or LASO grant
- **Master Team Reach Teacher (Opportunity Culture)**
  - **Justification:** In grades 3rd-5th, each grade level has an MTRT for RLA that coaches their fellow RLA teachers in that grade level. As a result, it builds teacher capacity
- **Substitute Coverage for Professional Development & Coaching Cycles:**
  - **Justification:** To allow teachers to attend job-embedded coaching, data meetings, and planning sessions without sacrificing instructional time.

- **Funding Source:** Title 1 or General Funds

## 2. Time Allocation and Scheduling Adjustments

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

## 3. Funding for Professional Development and Capacity Building

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

## 4. Instructional Materials and Resources

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

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

The budget at Pietzsch-MacArthur will focus on making sure that all components of the HQIM and resources are provided to all students. Funds should support classroom instruction by providing classroom materials that will enrich lessons as well as assist in closing instructional gaps of the students.

With the curriculum being new this year to teachers, budgeting will also be allocated to making sure that teachers have sufficient training in the HQIM so that quality instruction will be implemented and presented. Budgeting will also be allocated to build teacher capacity by providing training in those areas that teachers need to strengthen.

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

Staffing will be strategically placed in those grade levels and subjects where they are the strongest. Coaching and feedback will not only be given through the CLT team, but also through district-level supervisors as well as peer teachers (Master Team Reach Teacher).

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

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

Instructional blocks of 90 minutes of instruction for Math is included for grades K-5 are included in the Master Schedule.

Focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment.

**Zearn:** Supplemental math resource aligned to TEKS and Bluebonnet for scaffolded student practice.

b) K-5 RLA: **Bluebonnet Reading** (State Board of Education-approved HQIM)

Instructional blocks of 120 minutes for RLA in grades K-3 and 90 minutes in grades 4-5 are included in the Master Schedule.

Comprehensive HQIM covering foundational literacy (phonological awareness, phonics, fluency), vocabulary, and comprehension.

Aligned to the Science of Reading and TEKS. Includes decodable texts, embedded formative assessments, and writing integration.

**mCLASS (Amplify):** For K-2 literacy assessment and progress monitoring.

Intervention blocks are included in the Master Schedule as follows:

- Kindergarten- 60 minutes
  - 1st Grade- 45 minutes
  - 2nd - 5th Grade- 30 minutes for Math
  - 4th and 5th Grade- 30 minutes Phonics intervention
  - Weekly PLCs focus on lesson internalization, practice clinics, and data disaggregation
  - Reading PLCs
8. What was the date of the public notice that the campus must complete a turnaround Plan?
- September 29, 2025
9. What was the date of the campus's turnaround Plan public hearing?
- October 7th, 2025

10. Describe how the campus solicited feedback during the development of the Turnaround Plan.
  - CEIC Meeting
  - Campus Faculty Meeting
  - Turnaround plan shared on the campus website
11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.
  - Survey Link from website
12. What is the date that the Turnaround Plan was board-approved?
  - Pending Approval: October 16, 2025

**BEAUMONT INDEPENDENT SCHOOL DISTRICT  
PIETZSCH MACARTUR PK-8 CENTER  
SECONDARY CAMPUS  
2025-2027 TURNAROUND PLAN**



**KAROLARNICA ADAMS-PRINCIPAL**

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

Pietzsch-MacArthur Middle School Campus Staff Demographics:

Pietzsch MacArthur is a PK-8 campus that, at the beginning of the 2025-2026 school year, pivoted to being operated by two separate campus leaders. One for Elementary and another for Secondary. The secondary campus principal, Karolarnica Adams, is a first-year principal with 6 prior years in an administrator role. Mrs. Adams has worked for over 10 years at turnaround campuses, where one campus increased by a letter grade. Anetra Cheatham, Assistant Superintendent of Secondary Schools, is the direct manager of Mrs. Adams, having over two decades of experience in turnaround work. The campus also has 2 Assistant principals, two instructional coaches, and 1 Behavioral Interventionist:

- Assistant Principals: Karl Whitley, 10 years of experience with multiple years of turnaround work; Keshlea Baltrip, 1st year administrator with 3 years of instructional coaching leadership experience
- 26 Classroom Teachers
  - 50% {13} of the teaching staff are either adjunct, guest teachers, or permanent substitute teachers
    - 26% {7} of this group have less than 2 years of experience
    - 7% {2} hold a visiting international teacher certification
- Multi-Classroom Leaders {Instructional Coach}
  - Lorita Chambers: RLA {MCL} secondary year MCL, 5 years instructional coach
  - Jessica Dumas Math {MCL} 1st year MCL, 3 years instructional coach
- Behavioral Interventionist: Cheymere Manuel: Campus Principal experience, 1st year behavioral interventionist split between two campuses {Amelia Elementary, and Pietzsch-MacArthur Secondary Campus}

**Domain III Student Outcome Goals**

*ELA/Reading Meets Grade Level and above goal: 30%*

*Math Meets Grade Level and above goal: 25%*

*Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III: 31.3*

*Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III: 31.3*

*Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III: 50*

*Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III: 25*

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

**Campus-Wide Goals**

*By June, 85% of students in grades 6-8 will move up a threshold on the Math and Reading STAAR Assessment.*

*100% of tier 2 and 3 teachers will receive weekly coaching and feedback sessions from content support and the campus leadership team.*

*100% of new leaders will attend monthly leadership development sessions*

*By May 2026 campus will establish solid transferable routines and procedures for the campus, including operations and transitions*

**1. What is your School Improvement strategy?**

Pietzsch-MacArthur PK-8 will implement Data-Driven Instructional practices that will focus on specific student learning gaps to create individualized interventions to close learning gaps while building teacher capacity to meet the needs of all students.

- **Implementation of High-Quality Instructional Materials (HQIM):** In addition to the start of school, curriculum professional development onboarding, and teachers will engage in ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to target core gaps in basic math computation. StudySync will be utilized for RLA in grades sixth through eighth.
  - **Tiered Interventions:** Develop and implement a robust Multi-Tiered System of Supports (MTSS) that provides differentiated instruction and interventions:
    - **Progress Monitoring via Universal Screener:** The campus will administer IXL {BOY, MOY, EOY} assessments to determine student academic gaps to draft individualized learning paths for students. The campus will continuously monitor their progress with short-cycle and district assessments to ensure interventions are effective.
    - **Tier 1:** High-quality, engaging core instruction for all students. Ensure curriculum alignment with state standards. Evidence will be documented in classroom walkthrough observation data in Grow by Level data and instructional annotations
    - **Tier 2:** Small-group interventions for students identified with moderate needs. This will include forty-five minutes per day in Math for students in grades six and seven. RLA interventions will be provided for (sixth-eighth) grade students daily, along with targeting skill-building and reteaching.

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

- **Tier 3:** Intensive, individualized interventions for students with significant academic deficits. This will involve one-on-one tutoring, as well as daily embedded small-group instruction in Math and RLA. Usage of Amira in grades 6th grade
- The campus partnered with Opportunity Culture to address instructional staffing needs and strategic staffing to close academic gaps. The campus hired two MCL {Master Classroom Leader}, one in Reading and one in Math, who will teach half of the day and coach tier 3 teachers the rest of the day. The campus hired a Master Reach Team Teacher who will coach one tier 3 teacher and 2 Reach Associates who will support struggling students in small group sessions, as well as assist in supporting MCLs
- **Data Analysis and Progress Monitoring:** This will provide a deeper understanding of patterns, trends, and insights that can inform decision-making and lead to more effective instructional practices.
  - **Regular Data Meetings:** Establish a WPM schedule for Teachers and Administrators to regularly review student data (formative and summative assessments, attendance, behavior) to identify trends, evaluate the effectiveness of interventions, and adjust strategies as needed.
  - **Individual Student Growth Plans:** Develop individualized academic growth plans for struggling students, setting clear goals and outlining specific support for students. Monitor student progress and make adjustments when necessary.
  - **Real-time Data:** Create and utilize systems that provide real-time data to monitor student progress and craft intervention timelines that address student gaps.
- **Teacher Capacity Building through Coaching and Feedback:** All campus leaders and instructional staff will engage in a layered professional learning plan. This includes upfront summer training, weekly Professional Learning Communities (PLCs), coaching cycles, and monthly walkthroughs using Get Better Faster-aligned scope and sequence, tailored to the current staff's experience and effectiveness levels.
  - All 6-8 leaders will engage in weekly calibrated walks to norm weekly instructional look fors that will guide teacher feedback to drive instruction
  - 6-8 leadership team engages in weekly collaboration sessions to norm weekly campus goals and determine next steps for teachers.
  - 6-8 campus administrators engage in daily support huddles to ensure consistency in leader support.
  - The 6-8 instructional team will craft weekly schedules geared toward coaching and supporting tier 2 and 3 teachers, as well as intentional feedback from the district-level support team.
  - Instructional coaches 6-8 engage in coaching sessions with identified teachers as outlined in the partnership agreement with Opportunity Culture
  - 6-8 Core teachers participate in monthly practice clinics with a focus on student achievement

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

- 6-8 Reading and Math teachers engage in monthly Lunch and Learns {campus-based professional development}
  - 50% of instructional leaders' time is spent coaching and supporting identified tier 3 teachers {co-teaching. Observation and feedback, modeling, and planning engaging lessons
  - The math instructional coach participates in side-by-side support and coaching with the Carnegie Learning Coach twice a month to effectively implement the BlueBonnet curriculum
- Teachers engage in content-level WPM to script high-engaging lessons using WPM protocols with instructional coaches {MCL}
- Secondary teachers and the instructional team will participate in campus-based professional development sessions, "Lunch and Learns," with district-level content specialists, Learning Labs/Practice Clinics after school, designed to close instructional gaps based on observation trends.
- Secondary Instructional coaches and the campus administrative team participate in monthly coaching sessions from Relay GSE, focusing on intentional coaching and feedback of Math and Reading teachers, and effective professional development
  - Relay Coach: Tammy Oluyemi~ Leadership Development Coach. Tammy is a previous campus leader with several years of experience leading her campus from an "F" rating to a "B" rating in one academic year
- Secondary Instructional team engages in weekly collaboration talks with the district Special Education department, which provides continued support for staff on implementation of student IEPs and establishes additional supports that may be needed for students

The above strategies focus on 4.1~ Daily use of HQIM, ensuring teachers are using curriculum with fidelity, 5.2~Building teacher capacity through observation and feedback cycles, and 5.3~Data Driven Instructional Practices

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

For the 2024-2025 academic year in Domain III, the campus did not meet the TEA interim targets for any subgroups, triggering a reevaluation of campus-wide systems around building teacher capacity and student performance. The local Needs Assessment conducted at the beginning of the 2025-2026 school year determined that a targeted plan needs to be developed to address implementation of HQIM, teacher capacity building through coaching and feedback, professional development for teachers and leaders, individualized student supports through data analysis, and the implementation of MTSS and Capturing Kids Hearts.

The campus has not demonstrated academic growth and has a history of low academic performance in the areas of Math and RLA.

**Pietzsch-MacArthur PK-8 Center (secondary)**  
**Improvement Turnaround Plan (TAP)**

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

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

**Phase 1: Planning, Training, and System Setup (July 2025 - September 2026)**

**Milestones:**

1. Participate in the district leadership conference
2. Instructional Leadership participates in the district curriculum rollout of HQIM
3. Clearly defined roles for Opportunity Culture implementation
4. Clearly define leader roles and responsibilities
5. Establish norms, content oversight, and expectations for Assistant Principals, MCL, and Behavioral Interventionists
6. Establish coaching loads and assignments for the team
7. Establish procedures for capturing daily instructional mastery
8. Establish Regular WPM and Data Meetings Processes (WPM schedule for Teachers & Administrators)
9. Develop a strong campus Start plan with specific instructional and culture look-fors
10. Tier all content teachers for coaching needs
11. Establish calibration opportunities for leaders
12. Identify Individual Students and create Growth Plans
13. Utilize Eduphoria for real-time data decisions

**Monitoring Efforts:**

1. Review of published WPM schedules for adherence to established frequency; spot-check for completeness and goal clarity..
2. The administrative team reviews teacher lesson annotations and feedback.
3. September: Conduct a brief anonymous survey for staff on initial comfort usage of instructional material and campus culture
4. Collaboration sessions with the feeder campus for Opportunity Culture Implementation and recommendations, and
5. Strong start look-fors follow professional development documentation in the coaching cycle
6. Coaching loads have been established, and coaching has begun
7. Leaders have calendared weekly calibrations
8. The admin team engages in daily morning huddles

**Phase 2: Initial Implementation and Feedback (October 2026- December 2026)**

**Milestones:**

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

All WPMs are being held weekly and following the protocol.

1. Teachers regularly use WPM protocols
2. Task Force conducts a mid-semester review of data meeting effectiveness (WPM feedback, administrative observations).
3. Initial trends in student data (formative assessments, attendance, behavior referrals) were identified and discussed in administrative data meetings.
4. The campus administrative team calendars designated time to attend and participate in WPM
5. Implementation of HQIM

**Monitoring Efforts:**

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

1. Review meeting minutes/agendas from WPM/DDIs to ensure data discussion is occurring and leaders are present
2. Video of WPM/DDI and shared with campus leaders for coaching and feedback
3. Monthly spot-check Eduphoria & Branching Minds for usage logs and assessment creation, and data input frequency by teachers.
4. Survey teachers on the effectiveness of initial data meetings and the usefulness of Eduphoria & Branching Minds for instructional purposes.
5. Exit ticket data monitoring.

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

**Milestones: Regular DDIs occur regularly with intervention calendars outlined.**

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

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

8. Initial trends in student data (formative assessments, attendance, behavior referrals) were identified and discussed in administrative data meetings.

**Monitoring Efforts:**

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

**Phase 4: Year 2 Refinement, Sustainability, and Expansion (June 2026 - August 2027)**

**Milestones:**

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

**Monitoring Efforts:**

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

**Summary of Progress Monitoring Responsibilities**

<b>Role</b>	<b>Responsibility</b>
Principal & CLT	Weekly data reviews of tier 2 and 3 teachers with action plan mastery, walkthroughs, coaching plans, weekly instructional support with planning sign-in sheets, and lesson feedback data Weekly administrative huddles to review action items and adjust for instructional delivery, weekly calibrated walks to norm action steps
Instructional Coaches {MCL}	Real-time feedback and instructional planning support, DDI analysis, student growth chart, campus-based professional development sessions based on teacher action items in School Mint

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

Principal	Monthly fidelity checks, feedback, and adjustment recommendations, 1:1 admin huddles
Assistant Superintendent	Quarterly briefings with data-driven recommendations, monthly progress monitoring meeting for 90-day plans, one-on-one weekly check-in power meetings

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

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

Based on the local campus-based needs assessment findings, key gaps were identified in the areas of (4.1) Usage of HQIM material, (5.2) Building teacher capacity through observation and feedback, and (3.1) Explicit school-wide behavioral expectations and culture routines

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

**Time:**

Dedicated Time for Values Integration in PLCs/Staff Meetings:

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

**Staffing:**

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

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

**Funding:**

**Funding for Professional Development and Capacity Building**

- **Funding Source: Title 1 or General Funds \$4,000**
  - Upfront and Ongoing Social Emotional Learning, PLC, High Quality Instructional Material Training (Bluebonnet Math, Amira, IXL)
  - Leadership Coaching
  - College Field Trips to drive students toward college and career readiness and post-secondary readiness.

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

To successfully implement the school improvement strategy at Pietzsch MacArthur {6-8}, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the locally created campus needs assessment. The reallocation ensures that funds support (5.1) high-quality instructional materials (HQIM), capacity building, and improved student outcomes, particularly in Reading and Math.

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

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

Staffing will be strategically allocated to support the successful implementation of the school improvement strategies and build internal capacity, as well as increase student success indicated in the campus needs assessment

To ensure that all teachers at Pietzsch possess the skills, knowledge, and support to consistently implement effective classroom routines and instructional strategies that maximize student learning and engagement, the Instructional Coach and Leadership team will assist teachers with best instructional practice through coaching and feedback (ESF 5.3):

- Help teachers interpret data from Eduphoria to identify instructional gaps related to routines or strategies.
- Model effective routines and strategies in classrooms.
- Co-plan lessons to embed these practices.

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

- Facilitate professional development on high-leverage instructional strategies.
- Provide ongoing coaching.

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

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

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

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

- Scope and sequence.
- Daily lesson plans.
- Student materials (workbooks, digital access).
- Teacher editions with module overviews, pacing guides, and detailed lessons.
- Assessments (though this is a known area of concern for many users).
- Weekly Walk-throughs to ensure fidelity of implementation.
- Instructional minutes equal to 45 dedicated daily instructional minutes {225 weekly minutes} for direct instruction, guided, and independent practice
- 45 dedicated minutes of intervention are built into the Master schedule to allow for small group student interventions daily

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

- Engage: Prior knowledge activation
- Develop: Guided practice for conceptual understanding
- Demonstrate: Independent practice

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

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

- **Integrated Reading & Writing:** Connects reading comprehension with various writing tasks (narrative, informational, argumentative).
- **Diverse Texts:** Blends classic and contemporary literature, including short stories, poems, non-fiction, and drama, from a wide range of authors.

**Pietzsch-MacArthur PK-8 Center (secondary)  
Improvement Turnaround Plan (TAP)**

- **Multimedia Components:** Includes "StudySyncTV" (student-led discussions), "SkillsTV" (video lessons on literary skills), and "Previews" (introductory videos for texts).
- **Embedded Skills Lessons:** Focuses on foundational language, vocabulary, comprehension, and research skills.
- **Differentiated Supports:** Often includes scaffolding for various learning levels, including ELLs.
- **Assessment Tools:** Provides both formative and summative assessments, with options for self, peer, and teacher evaluations.
- **Digital Platform:** A robust online platform for student assignments, reading, writing, and teacher grading.

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

- Monday, September 29, 2025

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

- Thursday, October 2, 2025

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

- The campus solicited feedback during the public hearing of the Turnaround Plan, live and via a survey.
- CEIC Meeting
- Faculty Meeting
- Campus Website Survey Link

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

Survey Link

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

- *Pending Approval: Tuesday, October 16, 2025*

**BEAUMONT INDEPENDENT SCHOOL DISTRICT  
VINCENT MIDDLE SCHOOL  
2025-2027 TURNAROUND PLAN**



**DR. PAUL GOEBEL-PRINCIPAL**



# Vincent Middle School Turnaround Plan (TAP)

---

Vincent Middle School is committed to following the Effective Schools Framework (ESF) to ground its vision of *Improvement Through Refinement*. The ESF provides the foundation for school diagnostics, ensuring that Vincent Middle School produces independent thinkers who successfully progress through Beaumont Independent School District and graduate to become productive citizens, prepared for success in college, a career, or the military.

The ESF is structured with focus areas that Vincent should focus on, and these categories are known as levers. While all levers will be addressed at Vincent, the 2025–26 high focus areas for Vincent Middle School are Lever 1: Strong School Leadership and Planning, Lever 2: Positive School Culture, and Lever 5: Effective Instruction.

## **1. What is your School Improvement strategy?**

Vincent Middle School will implement a data-driven, Multi-Tiered System of Supports (MTSS) to address both academic and behavioral needs, delivering targeted interventions tailored to each student's individual requirements. The goal of Vincent's School Improvement Strategy is to ensure an excellent education for all of our students. The Effective Schools Framework serves as the foundation for our transformation from an underperforming school to one of excellence. **To accomplish this, Vincent Middle School will focus on the five levers that TEA has identified as essential for high-performing campuses. Vincent's ELA/Reading Meets Grade Level and above goal is 38% and our Math Meets Grade Level and above goal is 28%.**



# Vincent Middle School Turnaround Plan (TAP)

## Level 1 - Strong School Leadership and Planning ( 2025-26 VINCENT HIGH FOCUS AREA)

*Campus Instructional leaders have clear, written, transparent roles and responsibilities.*

Campus Administrator	Responsibilities
Dr. Paul Goebel, Principal	Maintenance & Operations, Athletics (PE), CTE, SPED, UIL, Student Activities, Campus Systems Implementation, Administrator Professional Development
Ms. Dominique Johnson, Assistant Principal	RLA, Social Studies, Discipline A-M, Chromebook Oversight, Campus Testing Coordinator, Teacher Professional Development
Dr. Tyrus Doctor, Assistant Principal	Campus Behavior Coordinator, Math, Science, Buses, Discipline N-Z, IMA, Teacher Professional Development

Vincent’s administrators are committed to directing the school’s efforts, facilitating organizational change, and cultivating a purposeful community both within the school and in its broader context. Vincent will utilize the Texas Principal Evaluation and Support System (T-PESS) to ensure effective leadership and support.

*Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.*

*Campus instructional leaders meet weekly to focus on student progress and formative data.*

The campus principal coordinates with the Secondary Superintendent to launch the T-PESS evaluation process. Assistant Principals will leverage the self-assessment and goal-setting process to focus their work toward driving campus improvement. Campus leadership meets weekly to



## Vincent Middle School Turnaround Plan (TAP)

---

calibrate and review all teachers within their respective departments. Additionally, campus leaders meet weekly to disaggregate data and discuss student performance.

*Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.*

The district has partnered with Relay GSE to support instructional leadership development, and all administrators at Vincent will participate in calibrated walks through the Math and RLA departments. Customized coaching through Relay GSE will enable the leadership team to implement the instructional leadership priorities outlined for Secondary School Administration, including calibrated feedback, planning, and internalization protocols, data analysis, and response through effective practice clinics for Vincent Middle School. The campus leadership team ensures that time is set aside for key leadership practices, such as walkthroughs, WPMs/WDMs, and teacher feedback.

Mrs. Johnson and Dr. Doctor will conduct weekly meetings with their departments to ensure that teachers use district-issued High Quality Instructional Materials (HQIM) with fidelity. These administrators ensure that lesson plans and exemplars are submitted on time each week—the principal and Assistant Principals issue letters of deficiency when teachers fail to meet deadlines or expectations. Outstanding practices result in letters of distinction being issued. The campus principal issues real-time feedback to assistant principals to ensure congruence among leadership.

Vincent Middle School has begun to transition from the foundational action of campus leadership having clear roles and responsibilities to initiating the process of developing a compelling, aligned vision, mission, and goals, with values focused on a safe environment and high expectations.

*Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.*

*Campus messages, policies, and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.*



# Vincent Middle School Turnaround Plan (TAP)

---

The campus principal began the year with a vision of *improvement through refinement*. Each system has been inspected, and if effective, it was retained. The new campus administration convened a meeting before the start of school to integrate existing effective systems with new plans set forth by the current administration, aiming to streamline implementation. The staff have clear roles and responsibilities on the Vincent Campus. These are outlined in the Employee Handbook and are reiterated through regular email communications and staff meetings. These roles and responsibilities are established to ensure that Vincent students can exist in a safe environment where they know their teachers and administrators have high behavioral and academic expectations for them. Vincent Middle School has a Campus Improvement Plan that is aligned with the district's 2030 goals. Vincent leaders have recently submitted the Campus Improvement Plan and have established checkpoints to monitor progress toward intended outcomes.

## **Lever 2- Strategic Staffing**

*The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.*

*Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.*

Vincent Middle School is committed to recruiting, inducting, and retaining a whole staff of highly qualified educators. This is the first year of the campus principal and the two assistant principals at Vincent Middle School. The campus currently employs 44 teachers, 14 of whom are on adjunct status. This equates to 31% of our teachers who are working towards their certification. All adjunct teachers are monitored for progress on their alternative certification plans, and district educator program specialists regularly visit these teachers to assess their progress. All teachers in their final year of their program have been notified that they will not be retained if they do not complete their program and successfully attain their content area certification. Content-level teams have strong, supported department heads who were selected through interviews to ensure the best candidate was chosen.

For the 2025-26 school year, the prior administrator hired five new adjunct teachers, while the current principal hired fully certified teachers, signaling his commitment to hiring the



# Vincent Middle School Turnaround Plan (TAP)

---

highest-qualified educators. Campus administrators follow clear selection criteria, protocols, and hiring/induction practices set forth by the Beaumont Independent School District's Human Resources Department. Campus administrators are committed to implementing strategies to retain high-performing staff. Known discipline issues from 2024-25, which had prevented effective classroom instruction, have been addressed, and teachers have frequently voiced that they feel supported. The district has begun the Teacher Incentive Allotment (TIA) process, which will afford Vincent's highly qualified teachers an additional yearly stipend. The preferred substitute teacher list for Vincent was provided; however, initially, very few teachers took assignments. As the year has progressed, substitutes have become aware of the transformation at Vincent, and more are taking assignments frequently. Vincent's leadership will continue to foster positive connections with substitutes to build on its preferred list.

## **Lever 3 – Positive School Culture (2025-26 HIGH FOCUS AREA)**

*Campus instructional leaders provide clear expectations, training, and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.*

*Staff implement clear school-wide procedures and provide practice opportunities that ensure safe and efficient student transitions and gatherings.*

Vincent Middle School is committed to explicit schoolwide behavioral expectations and culture routines. Campus leaders have provided clear expectations and training to ensure that teachers implement best practices and maintain a productive classroom learning environment throughout the school.

Vincent Middle School is a Capturing Kids Hearts (CKH) campus that utilizes their relationship-focused social-emotional learning (SEL) framework and training designed to transform school culture by empowering teachers to build meaningful relationships with students, create self-managing classrooms, and improve school-wide discipline. Teachers are frequently reminded



# Vincent Middle School Turnaround Plan (TAP)

---

to utilize moments such as “good news” and “launches” to build relationships. Social contracts are posted in classrooms, and consequences for violations are also posted.

Hallway routines are consistently reinforced, and administrators and support staff have designated posts during transitions. The campus expectation is that teachers are in the hallways to reinforce desired behavior. The campus has a tardy policy, and teachers are held accountable for its implementation. Title funds have been utilized to purchase Minga, a campus management platform to enhance safety, improve communication, and promote student engagement through features such as digital hall passes, tardy management, student communication tools, and behavior tracking. The planned implementation of Minga is in November 2025.

Current campus leadership has focused on a dramatic shift in campus behavior management. Teacher surveys and focus groups from previous years indicated a lack of consistency in the administration of discipline and reinforcement in routines. The current administration spent a considerable amount of time cleaning the campus in preparation for the school year. The idea of cleanliness and order reinforces the vision of *improvement through refinement*. New furniture was brought into the classrooms, and many rooms were painted by administrators to ensure the campus was ready for the first day of school. Multiple roll-off dumpsters were filled with old or broken furniture. This renewal of the campus was readily identified as the first shift in school culture. The campus principal has distributed stockpiled supplies to all teachers, and new whiteboards have been purchased with Title funds to accompany Newline Panels in every classroom.

Parents have commented on the positive changes and the campus’s transformation. Vincent’s recent goals night had the highest attendance in ten years, according to district administration. The campus principal posts live videos on Facebook at least once a week, and all activities are promoted on the platform. Facebook traffic for Vincent’s page has increased by 128% year over year. Each post averages between 400 and 700 views. The posts are focused on informing parents and providing affirmation for the positive partnership they have committed to.

## **Lever 4**

### **High-Quality Instructional Materials (HQIM) and Assessments**

Educators will receive initial and ongoing professional development to ensure the effective implementation of the newly adopted Bluebonnet Math Curriculum, which is specifically designed to



# Vincent Middle School Turnaround Plan (TAP)

---

address core deficiencies in basic math computation. For Reading and Language Arts (RLA), the StudySync program will be utilized for students in grades six through eight.

## **Lever 5 – Effective Instruction (2025–26 VINCENT HIGH FOCUS AREA)**

*Campus instructional leaders provide training and support so that teachers consistently implement content-specific best practices.*

*Campus instructional leaders provide training and support so that teachers consistently implement research-based best practices for delivering rigorous instruction in any content.*

*Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special population groups.*

Vincent's campus leaders provide training and support to ensure that teachers consistently implement content-specific best practices, as well as inclusion support for special populations. Current walkthrough data indicate that many teachers lean on choral responses and do not identify students who may be struggling. Additionally, teachers frequently lecture and do not allow for student response. Teachers do not circulate and check for student progress or understanding. Practice clinics are presented monthly by Vincent administrators to focus on small, specific, repeatable actions that:

- **Focus on Application, Not Theory:** The conversation is centered on "application and solutions" rather than abstract concepts.
- **Allow for Immediate Implementation:** Since the skills are modeled, practiced, and clear, they can be implemented in teacher practice right away.
- **Harness Peer Expertise:** The practice clinic model leverages the collective wisdom and expertise already present within the school, empowering teachers to learn from their peers in a supportive and trusting environment.



## Vincent Middle School Turnaround Plan (TAP)

Date	Practice Clinic	Focus
September 25, 2025	Turn-and-talks	Student discourse, elimination of choral responses
October 8, 2025	Effective Classroom Management Routines	Saving instructional time
November 12, 2025	Think-pair-share, It's Thanksgiving!	Increased student engagement
December 10, 2025	Check for Understanding during Independent Work	Gauge for 100% of student mastery
January 14, 2026	"Show Me" Whiteboards for the New Year	100% student participation, elimination of choral responses
February 11, 2026	I LOVE Habits of Discussion	Teacher will be able to use "right is right" and "stretch it" strategies to vary and increase the rigor of their oral questioning
March 18, 2026	Effective Review Techniques for STAAR Blitz	Students actively engage with review materials and identify their confidence levels with different concepts
April 8, 2026	Quick Formative Assessment Techniques	Gauge student understanding in the final 3-5 minutes of class and make immediate instructional adjustments.

Vincent's campus leaders will also build capacity through observation and feedback cycles. Campus leaders use SchoolMint Grow to conduct observations, capture trends, and provide action steps.

Campus leaders follow up with action steps and model action steps or best practices.



# Vincent Middle School Turnaround Plan (TAP)

---

**Data Analysis and Progress Monitoring:** The initiative aims to identify patterns, trends, and insights that inform instructional decision-making and enhance educational outcomes.

- **Regular Data Meetings:** A Professional Learning Community (PLC) schedule will be established for teachers and administrators to systematically review student data, including formative and summative assessments, attendance records, and behavioral data, to identify trends, assess the efficacy of interventions, and refine strategies accordingly.
- **Individual Student Growth Plans:** Personalized academic growth plans will be developed for students requiring additional support, with clearly defined goals and specified interventions.
- **Real-time Data Utilization:** Systems that provide real-time data will be employed to monitor student progress, enabling continuous and immediate instructional adjustments.

**Tiered Interventions (MTSS):** A comprehensive MTSS framework will be developed and executed to provide differentiated instruction and interventions, structured as follows:

- **Universal Screening and Progress Monitoring:** The campus will employ IXL to administer assessments at the beginning (BOY), middle (MOY), and end (EOY) of the academic year. Universal screening at the start of the year will identify students at risk, with continuous progress monitoring through short-cycle and district-wide assessments to evaluate the effectiveness of interventions.
- **Tier 1:** Delivery of high-quality, engaging core instruction to all students, ensuring alignment with state academic standards.
- **Tier 2:** Provision of small-group interventions for students demonstrating moderate academic needs. This includes 45 minutes of daily math intervention for students in grades 6 and 7, alongside daily RLA interventions for students in grades 6 through 8, emphasizing skill development and reteaching.
- **Tier 3:** Intensive, individualized interventions targeting students with significant academic deficits. This tier includes one-on-one tutoring, specialized educational plans, and embedded small-group instruction in both Math and RLA.



# Vincent Middle School Turnaround Plan (TAP)

---

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

Although the campus has demonstrated academic growth, there has been a history of low academic performance in the areas of math and RLA. Vincent Middle School received an “F” state accountability rating for the 2024–2025 and school year, and 2023–2024 school years. Data Analysis and Progress Monitoring will be utilized to analyze trends, patterns, and relationships within the data, informing decisions and improving educational outcomes.

## **3. Define the milestones and monitoring efforts that will be taken over the next two years to implement the selected school improvement strategy fully.**

Phase I: Planning, Training, and System Setup (July 2025 – September 2025)

Milestones:

- Establish a regular cadence for data meetings through a Professional Learning Community (PLC) schedule involving teachers and administrators.
- Identify individual students requiring support and develop corresponding Growth Plans.
- Implement Eduphoria for real-time data-driven decision-making.

Monitoring Efforts:

- Review published PLC schedules for adherence to the established meeting frequency, conducting spot checks for completeness and clarity of goals.
  - Convene Task Force meetings to monitor progress on audit activities, scheduling, and training preparations, ensuring teacher compliance with deadlines.
  - Administrative team to review teacher training completion rates and analyze pre- and post-training assessments related to Eduphoria proficiency.
  - Administer an anonymous staff survey in September to gauge initial comfort levels with Eduphoria’s features.
-



# Vincent Middle School Turnaround Plan (TAP)

---

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

### Milestones:

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

### Monitoring Efforts:

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

---

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

### Milestones:

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



# Vincent Middle School Turnaround Plan (TAP)

---

- Complete a comprehensive end-of-year data analysis conducted by the Task Force and administration to identify school-wide strengths and areas for improvement.

## Monitoring Efforts:

- Ongoing formal classroom observations focused on evidence of data-driven instructional changes.
  - Monthly reviews of aggregated student growth data from Eduphoria, including standard assessment scores, attendance, and behavior trends.
  - February administrative review of ISGP progress data for the initial cohort to identify successful interventions and areas needing enhancement.
  - Administer student and parent feedback surveys in April to assess perceptions of individualized support effectiveness.
  - May evaluation of the final data analysis report relative to Year 1 goals.
- 

## Phase 4: Year 1 Review and Planning (June 2026–August 2027)

### Milestones and Sustainability

1. Finalization of a comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report, detailing successes, challenges, and quantitative data trends.
2. Carry over the Year 1 plan, utilizing data from the 2025–26 Assessment, making necessary changes, and incorporating insights gained from Year 1. The Year 1 Plan, with modifications, will become the Year 2 Plan for Data Analysis and Progress Monitoring to be utilized for the 2026–27 school year.
3. Completion of the Year 2 Implementation Plan, incorporating insights gained from Year Monitoring Efforts:
  - Review of the final Year 1 report by all relevant stakeholders.
  - Convening of the Task Force to approve the Year 2 plan.



# Vincent Middle School Turnaround Plan (TAP)

## Summary of Progress Monitoring Responsibilities

Role	Responsibilities
Principal and Campus Leadership Team (CLT)	Weekly data reviews, Weekly planning meetings, walkthroughs with action steps, and coaching plans based on feedback from district department leadership, and Relay GSE
Principal	Weekly meetings with CLT, walkthroughs, fidelity checks, consistent feedback, and adjustment recommendations to CLT and teachers.
Assistant Superintendent	Biweekly campus visits to monitor instructional delivery and campus culture routines Weekly check-ins with the campus principal to review key priorities Biweekly meetings with curriculum content supervisors to support HQIM implementation Quarterly briefings to review student performance results and support data-driven action plans

All progress data will be systematically documented and maintained within Beaumont ISD’s shared Google Drive. This repository will include disaggregated student performance data, coaching impact metrics, PLC attendance logs, and fidelity checklists, ensuring accessibility to district leadership.

All progress data will be systematically documented and maintained within Beaumont ISD’s shared Google Drive. This repository will include disaggregated student performance data, coaching impact metrics, PLC attendance logs, and fidelity checklists, ensuring accessibility to district leadership.

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

Based on the ESF diagnostic findings for Vincent Middle School, key gaps were identified in the areas of (3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and



## Vincent Middle School Turnaround Plan (TAP)

---

high expectations, and (5.1) Effective instructional leadership, fidelity of instructional material implementation, and targeted support for special populations.

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

### **Time:**

Dedicated Time for Values Integration in PLCs/Staff Meetings:

- Mechanism: Within the already established PLC time, allocate 10-15 minutes regularly (e.g., biweekly) to recite the school's vision, mission, and review Capturing Kids Hearts values being lived out in classrooms.
- Purpose: To normalize conversations about school culture, shared expectations, and consistent application of values in teaching and behavior management (linking to ESF 5.1).
- RLA and Math teachers have all been given 45 Minute blocks dedicated to PLC/WDM/WPM meetings 5 days a week.
- Assistant Principals and district content coordinators for Math and RLA facilitate these meetings, utilizing Relay GSE protocols for these meetings.

### **Staffing:**

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



# Vincent Middle School Turnaround Plan (TAP)

---

## **Funding:**

Funding for Professional Development and Capacity Building

Source: Title I or General Funds

Allocated resources will support both initial and ongoing professional development initiatives, including training focused on Social-Emotional Learning, Professional Learning Communities (PLCs), and the practical implementation of High-Quality Instructional Materials, such as Bluebonnet Math, Amira, and IXL. Additionally, funding will facilitate leadership coaching aimed at enhancing administrative and instructional capacity. Resources are also designated for college field trips to promote student engagement with post-secondary education pathways and advance college and career readiness.

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

Financial resources at both the campus and district levels will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the ESF diagnostic and campus needs assessment. This reallocation is designed to ensure that funding supports high-quality instructional materials (HQIM), capacity building, and enhanced student outcomes, with particular emphasis on Social Studies, Reading, and Mathematics.

The plan is structured to guarantee that all allocated funds directly facilitate the deployment of high-impact instructional strategies, professional development for educators, and equity-focused support for students at Vincent Middle School. Oversight of the plan will be conducted quarterly by campus and district leadership to verify that expenditures correspond with progress toward academic recovery and improved campus accountability ratings.

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



# Vincent Middle School Turnaround Plan (TAP)

---

Staffing will be strategically allocated to support the effective implementation of school improvement strategies, enhance internal capacity, and optimize parental engagement on campus, in accordance with the findings of the ESF diagnostic.

To ensure that all educators at Vincent Middle School possess the requisite skills, knowledge, and support to consistently implement effective classroom routines and instructional strategies that promote student learning and engagement, the Instructional Coach and Leadership team will collaborate with teachers to integrate data analysis with instructional practice (ESF 5.1). Specifically, they will assist teachers by:

- Interpreting data from Eduphoria to identify instructional gaps related to routines or strategies.
- Modeling effective routines and strategies within classrooms.
- Co-planning lessons to incorporate these practices.
- Facilitating professional development focused on high-leverage instructional strategies.
- Providing ongoing coaching support.

This staffing reallocation plan is aligned with the school's most critical instructional priorities and aims to build sustainable site-based leadership capacity. Staffing decisions are designed to maximize instructional effectiveness while establishing systems for continuous teacher development, student acceleration, and leadership growth. Progress will be monitored by campus leadership and reviewed monthly by the Assistant Superintendent.

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

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

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

- Scope and sequence.
- Daily lesson plans.
- Student materials (workbooks, digital access).



# Vincent Middle School Turnaround Plan (TAP)

---

- Teacher editions with module overviews, pacing guides, and detailed lessons.
- Assessments (though this is a known area of concern for many users).
- Weekly Walkthroughs to ensure fidelity of implementation.

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

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

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

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

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

Tuesday, September 23, 2025



# Vincent Middle School Turnaround Plan (TAP)

---

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

Coffee with the Principal - Tuesday, October 7, 2025

VMS Departmental Meeting - Wednesday, October 8, 2025

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

The campus solicited feedback during organic meetings already established within the VMS calendar, discussing the turnaround plan. This took place live. Additionally, both live and via a survey.

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

[Survey Link](#)

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

Pending Approval: October 16, 2025

III.F.5. Approve the Addition of an  
Interpreter Coordinator for the  
Regional Day School Program for the  
Deaf/Hard of Hearing (RDSPD)



# Board Exhibit Cover Sheet

**Meeting Date:** October 16, 2025

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

**Agenda Item Title:** Consider approval to add one (1) additional Interpreter Coordinator position for the Southeast Texas Regional Day School Program for the Deaf (RDSPD)

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

**Additional Presenter(s):** Kerri Courville, Director of the Southeast Texas Regional School Program for the Deaf

**Executive Summary:** The administration recommends adding one (1) Interpreter Coordinator position for the Southeast Texas Regional Day School Program for the Deaf (RDSPD). The additional position is needed to strengthen leadership, coordination, and support for interpreting and communication facilitation services that ensure access to high-quality instruction for deaf and hard-of-hearing students.

This position has been approved by the RDSPD Board and now requires approval by the Beaumont ISD Board of Trustees, as Beaumont ISD serves as the program's fiscal agent. The position will be placed on the Administrative Professional Pay Grade 4, 205-day calendar.

**Recommendation:** Approve the addition of one (1) Interpreter Coordinator position for the Southeast Texas Regional Day School Program for the Deaf (RDSPD) and include it in the District's Board-approved

**Budget Impact\* (if applicable):**

**Funding Source (if applicable):** 446 – Local RDSPD Budget

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

**Policy Reference (if applicable, list policy/regulation):**  
**Legal Review (if necessary, list attorney and firm):** N/A

Derwin Samuels, Jr.  
Cabinet Level Presenter's Signature

10/9/2025  
Date

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

10/9/2025  
Date

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

\_\_\_\_\_  
Date

# BEAUMONT INDEPENDENT SCHOOL DISTRICT

## Job Description



**JOB TITLE:** Interpreter Coordinator

**CLASSIFICATION:** Exempt

**REPORTS TO:** RDSPD Director

**PAY GRADE:**

**LOCATION:** Administration Annex

**DATE REVISED:** 6/18/2025

**FUNDED BY:** 446-- 6129.00.838.23.000

### PRIMARY PURPOSE:

Provide leadership, coordination, and direct support for interpreting and communication facilitation services to ensure access to high-quality communication and an aligned instructional program for deaf and hard-of-hearing students in the Southeast Texas Regional Day School Program for the Deaf (RDSPD). Oversee scheduling, training, and evaluation of interpreters and communication facilitators while collaborating with administrators, staff, and families to enhance student success. Ensure compliance with federal, state, and district policies while fostering professional growth and maintaining the highest interpreting service standards.

### QUALIFICATIONS:

#### Education/Certification:

- Bachelor's degree
- Board of Evaluation of Interpreters (BEI) certification or Registry of Interpreter for the Deaf (RID)
- Completion of 60 college hours from an interpreter training program (preferred)

#### Special Knowledge/Skills:

- Demonstrated knowledge of the Admission, Review, and Dismissal (ARD) Committee process and Individualized Education Programs (IEPs)
- Ability to communicate effectively in sign language, including American Sign Language (ASL), Signing Exact English (SEE), and Conceptually Accurate Signed English (CASE)
- Ability to use sign language to interpret in the educational setting
- Knowledge of the role of an educational interpreter and the Interpreter Code of Ethics
- Strong communication and collaboration with staff, students, and parents
- Ability to mentor, train, and evaluate interpreters/communication facilitators
- Ability to be flexible and coordinate all scheduling of interpreting services
- Ability to write routine reports and documentation

#### Experience:

- Minimum of 5 years of experience providing interpreting services in an educational setting

### MAJOR RESPONSIBILITIES AND DUTIES:

#### Sign Language Proficiency and Staff Development

1. Observe and provide feedback on sign language skills of all RDSPD staff throughout the year.
2. Develop and deliver training to enhance sign language proficiency for all RDSPD staff.
3. Support paraprofessional/non-certified interpreters in preparing for the BEI/RID exam through teaming up, mentoring, modeling, and skill development.
4. Plan and develop interpreter training for all staff interpreters/communication facilitators.
5. Conduct co-evaluations of interpreters and communication facilitators at cluster sites.

6. Coordinate team-building activities and interpreter/communication facilitator staff development and inform interpreters of available PD opportunities to maintain their CEUs.
7. Attend all RDSPD staff meetings and required district professional development (e.g., communication workshops, statewide conferences, SEE Skillshop) as determined by the RDSPD supervisor.
8. Participate in faculty meetings, professional development, and assigned special events.

#### **Scheduling and Coordination**

9. Schedule interpreters for the RDSPD cluster sites, working with RDSPD staff, campus staff, and all service providers.
10. Maintain and submit a weekly schedule of activities and assignments to the RDSPD Director.
11. Maintain a log of all substitutes and interpreter request forms. Coordinate all substitute interpreters and serve as a fill-in when interpreters are out.
12. Organize and oversee Interpreter Training Program interns, including scheduling and observation coordination.
13. Arrange interpreting staff for RDSPD events, including sign language classes for parents and the community.

#### **Interpretation and Communication Support**

14. Facilitate communication regarding student behavior for teachers and campus administration in various situations.
15. Facilitate data collection for IEP goal development and updates with interpreting staff.
16. Ensure interpreters receive written materials for special events (e.g., graduation, programs).
17. Provide interpretation support for students in crisis situations as needed.
18. Interpret for ARD committee meetings, speech evaluations, and FIE/New Referral Assessments for new students and site-based students, as needed.

#### **Administrative Duties and Compliance**

19. Serve as the primary contact for RDSPD interpreters and communication facilitators to address concerns.
20. Review and verify contract interpreter logs/invoices for accuracy before submission to the RDSPD Secretary.
21. Maintain and submit required documentation, including IEP progress reports, mileage reimbursements, and staff evaluations.
22. Maintain current certification and CEUs through BEI or RID.
23. Stay informed of and ensure compliance with federal, state, and district regulations and policies regarding certified and non-certified interpreters.
24. Coordinate with district departments as needed.
25. Participate in the interview process for RDSPD interpreter candidates.
26. Conduct walk-throughs to observe interpreters, providing feedback to both staff and the RDSPD admin for end-of-year evaluations.
27. Support the recruitment of qualified interpreters for the program and actively participate in screening and interviewing candidates.
28. Adhere to the attendance policy.

#### **Other Duties**

29. Follow district safety protocols and emergency procedures.
30. Participate in professional development, department meetings, and special events as assigned.
31. Perform other duties as assigned to support the mission and goals of the program.

#### **Supervisory Responsibilities:**

- Supervise all interpreters and communication facilitators

#### **EQUIPMENT USED:**

- Standard office equipment including computer and peripherals; standard instructional equipment; assistive listening devices

#### **WORKING CONDITIONS:**

**Mental Demands**

- Ability to communicate effectively through verbal and written English.
- Ability to paraphrase, clearly explain, and accurately convey and receive information.
- Maintain emotional control under stress while working with adults.
- Ability to work with frequent interruptions.
- Maintain confidentiality.

**Physical Demands**

- Repetitive hand motions
- Occasional district-wide and statewide travel
- Moderate standing, walking, bending, and lifting.
- Prolonged sitting and use of a computer.

---

The above statements describe the general purpose and responsibilities assigned to the job and are not an exhaustive list of all responsibilities, duties, and skills that may be required. This job description is not an employment agreement or contract. The administration has the exclusive right to alter this job description at any time without notice.

Approved by Immediate Supervisor:	Date:
Reviewed by HR Director:	Date:
Received by Employee:	Date:

The Beaumont Independent School District does not discriminate on the basis of age, color, disability, national origin, race, religion, or sex in the educational programs or activities that it operates and is an equal opportunity employer.

III.F.6. Appoint replacement to vacant  
Board Officer Secretary Position

IV. ADJOURNMENT