



Port Neches-Groves Independent School District
Meeting of Board of Trustees
October 14, 2019 7:00 PM West Groves Education Center

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Items on the consent agenda will be enacted with one motion. There will be no separate discussion of consent items unless a Board member so requests, in which event the item will be removed from the consent agenda and considered as an item on the regular agenda.

1. Public Hearing - 2019-2020 Targeted Improvement Plans for State & Federal Accountability
 - Call to Order
 - A. Presentation by Dr. Brenda Duhon
 - B. Public Comments
 - C. Adjourn Public Hearing
2. Opening
 - A. Call to Order and Establishment of Quorum
 - B. Prayer and Pledges
 - C. Patron Presentations
3. Consent Agenda
 - A. Consider Approval of September 2019 Minutes
 - B. Consider Approval of Disbursements
 - C. Consider Approval of Budget Amendment GF #1
 - D. Consider Adoption of Resolution Approving the 2019 Tax Roll
 - E. Consider Approval of Student Performance Activities for Attendance Purposes
 - F. Information on Budget Transfers
 - G. Report: Budget - General Fund, Tax Report
 - H. Consider Approval of 2019-2020 District Parent and Family Engagement Policy
4. Regular Agenda
 - A. Consider Approval of Board Member Continuing Education Report
 - B. Personnel
 1. Consider Approval of Employment of Port Neches Middle School Assistant Principal
 - C. Report: Accountability/Testing/Bilingual-ESL Update
 - D. Consider Approval of 2019-2020 Targeted Improvement Plans for State & Federal Accountability
 - E. Consider Approval of a Resolution for Payment of Salary to Employees Due to Inclement Weather, September 19-20, 2019
 - F. Superintendent's Report
 - G. Board Member Requests for Future Agenda Items
 - H. Adjourn into Closed Session (No Public Discussion) Pursuant to Chapter 551 of the Texas Government Code - .071; .0821; and .129 in Consultation with Attorney Concerning Pending Special Education Litigation and Possible Settlement of Matter
 - I. Reconvene into Regular Session and Take Action on Items Discussed in Closed Session
 - J. Adjournment

Closed Session

If, during the course of the meeting, discussion of any item on the agenda should be held in closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

Port Neches-Groves Independent School District

Port Neches-Groves High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Student Academic Achievement

Student Academic Achievement Summary

*Includes middle school and high school Algebra I for comparison to state and region scores which include both.

Passing rates on all EOC assessments met or exceeded region and state rates. However, our English I and English II scores are lower than we would like.

Target areas also include:

- re-testers in all subjects
- meets and masters level on all subjects

4-Year Graduation Rate (Class of 2017): 95.3%

5-Year Graduation Rate (Class of 2016): 96.1%

Annual Dropout Rate (Gr. 9-12 SY 2016-2017): 0.8%

STAAR EOC	Approaches	Meets	Masters
English Language Arts I	73	57	7
English Language Arts II	74	61	6
Mathematics	85	63	33
Science	92	64	14
Social Studies	96	81	50

Student Academic Achievement Strengths

- PNGHS students exceeded Region 5 passing percentages in all five tested subjects for Approaches Grade Level, Meets Grade Level, and Masters Grade Level.
- Permanent ESL staff member is now available to support teachers and EL students at the high school.
- Continued integration for many high school students into grade-level courses through inclusion.
- SPED Vocational Work Period provides opportunities for transition to career and work readiness.
- Continue providing semester credit recovery class for English I, English II, English III, Algebra I, Geometry, and Government to prevent dropouts.

- High completion rate.
- Low dropout rate.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English teachers need consistency throughout the department and continual opportunities for staff development in order to improve scores. **Root Cause:** High turnover in the English department.

Problem Statement 2: SPED students are not showing knowledge of grade level concepts in applied courses. **Root Cause:** SPED students are not exposed to grade level content with a teacher certified to teach a specific general ed. subject.

Problem Statement 3: Our students had a low achievement rate for masters level on all subjects. **Root Cause:** Focus of academic success has been on passing the tests, not advanced scores.

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause:** Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.

Goal 1: PNGHS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

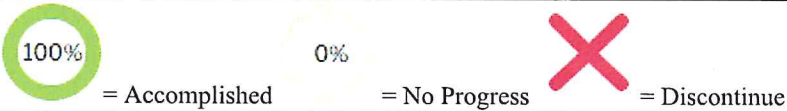
Performance Objective 3: All students will meet the STAAR Approaches standard.

Evaluation Data Source(s) 3: Grades, Teacher Observation, STAAR Results

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve reading abilities for all students with a concentration on : White students Asian students Special Education Students	Principal, Curriculum Coordinator; Teachers	Emphasis on curriculum alignment will lead to increased student success.			
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve math abilities for all students with a concentration on Special Education Students.	Principal, Curriculum Coordinator; Teachers	Emphasis on curriculum alignment will lead to increased student success.			
3) Provide morning and afternoon tutorial sessions.	Principal	Tutorials will lead to increased student success			
4) Monitor progress of students.	Principal, Teachers	Bench marking and STAAR data will lead to increased student success.			
5) Include Special Education students in the general education classroom when appropriate.	Principal, Counselors, Diagnosticians, Director of Special Education				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) Implement Department Head positions in order to support horizontal and vertical alignment within subjects and departments.	Principal, Curriculum Coordinator	Teacher collaboration will lead to increase student success.			
7) Improve Special Education STAAR scores in all tested subject by 10% with the following: Workshops for Teachers Monitor teacher Instruction Department Meetings Implement all IEPs and discuss with Diagnosticians as needed	Principal, Curriculum Coordinator; Director of Special Education; Special Education Teachers	Teacher collaboration will lead to increase student success.			
TEA Priorities Build a foundation of reading and math 8) STAR programs will be utilized for progress monitoring for all students in English I, English II, and Algebra.	Principal, Curriculum Coordinator; Teachers	Utilization of the STAR program will lead to increased student success.			
Additional Targeted Support Strategy 9) Target all STAAR failures and work with identified students during the regular class period and during tutorials in order to increase Growth Status in all tested subjects with an emphasis on the White, English Learner, Asian, and Special Education populations.	Principal, Curriculum Coordinator; Teachers	Targeting failures will lead to increased student growth.			
Additional Targeted Support Strategy 10) Review Special Education students disabilities, strengths, and weaknesses as well as class assignments in order to determine if placement is best for accessing the general education curriculum.	Principal; Diagnosticians, Special Education Counselor, Teachers	Reviewing student placements will lead to increased student success.			
11) EL students will receive individualized instruction from ESL certified English teachers and special assistance through a supplemental program by having ESL classes for the students to attend.	Principal, ESL certified Teachers, ESL Specialist	Individualized instruction will lead to increased student success.			
					

Goal 13: PNGHS will develop campus instructional leaders with clear roles and responsibilities.

Performance Objective 1: Instructional leadership team adds structure to two specific areas -




1. Installing Department Head Teacher Leaders for departments to facilitate effective collaborative planning, data analysis, and reteach plans.
2. Effective and regular Instructional Leadership Team meetings so that we are more strategic in how we plan our time, including which and how frequently campus administration observe teachers.

Evaluation Data Source(s) 1: Department Meeting Agendas, Campus Leadership Role Descriptions, Instructional Leadership Team Meeting Agendas

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Establishment of recurring bi-weekly Instructional Leadership Team meetings.	Principal	Effective and regular Instructional Leadership Team meetings so that we are more strategic in how we plan our time, including which and how frequently campus administration observe teachers will increase student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 2) Establish Department Head Teacher Leaders in order to better support data analysis practices.	Principal	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 3) Department Head Teacher Leaders will be trained on component parts of data analysis including technology programs in order to support teachers.	Principal, Curriculum Coordinator	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 4) Every Department Meeting will include a focused on planning with real-time guidance from Department Head Teacher Leaders.	Principal, Curriculum Coordinator, Department Head Teacher Leaders	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.			
Problem Statements: Student Academic Achievement 4					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
	 = Accomplished	 = No Progress	 = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. Root Cause 4: Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.</p>

Goal 14: PNGHS will provide data-driven instruction to all students.




Performance Objective 1: The Instructional Leadership Team which includes Department Head Teacher Leaders and Campus Administration will focus on the implementation of data analysis procedures using high-quality tests for to encourage strong data-driven instruction practices.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Continue to use DMAC to track data for Department Head Teacher Leaders and teachers.	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	Teachers, Department Head Teacher Leaders, and Campus Administration will track data for all common assessments and benchmark testing in order to increase student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 2) Increase the use of common assessments in order to include retest of retaught standards	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	The increased the use of common assessments that include retest of retaught standards will increase student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 3) Teachers and Department Head Teacher Leaders will track data for all common assessments and benchmark testing.	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	Teachers, Department Head Teacher Leaders, and Campus Administration will track data for all common assessments and benchmark testing in order to increase student success.			
Problem Statements: Student Academic Achievement 4					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
	 = Accomplished	 = No Progress	 = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. Root Cause 4: Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.</p>

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.
3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Schoolwide routines: Campus leader roles and	Sept. 15	S. Ryan, C. Werkheiser
Campus Leader team meetings: meeting facilitation,	Sept. 4	S. Ryan
Teacher team meetings: meeting facilitation, activities,	Sept. 7, Sept. 13	C. Werkheiser

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team job descriptions	May 2019	S. Ryan, C. Werkheiser
Leadership team meeting agendas and minutes	August 2019	C. Werkheiser
Leadership team sample calendars		
Leadership team member goals and performance		

Essential Acton 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher induction training	August 2019	B. Duhon, J. Gauthier, T. Davis, R. Ferguson, C. Werkheiser
Teacher leader training	October 2019	S. Ryan, C. Werkheiser
Teacher leader facilitation of teacher team meeting	August 2019	S. Ryan, C. Werkheiser

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Induction schedules and content	August 2019	B. Duhon, J. Gauthier, T. Davis, R. Ferguson, C. Werkheiser
Teacher assignment charts with rationale provided	July 2019	S. Ryan, C. Werkheiser
Teacher leadership selection criteria	June 2019	S. Ryan, C. Werkheiser

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Hallway transitions	Ongoing	S. Ryan
Classroom Artifacts (posters, posted rules, bulletin boards,	March 2020	S. Ryan
Artifacts related to school mission, vision, values	March 2020	S. Ryan

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Campus Improvement Plan that includes mission, vision,	March 2020	S. Ryan
School vision, mission, goals development process including	March 2020	S. Ryan
Campus climate surveys with questions, results, response	March 2020	S. Ryan, C. Werkheiser

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: use of instructional materials	Aug 2019-May 2020	S. Ryan, C. Werkheiser, J. Deckert, B. McPhatter, D. Sandell
Teacher team meeting observation: meeting agenda,	Aug 2019-May 2020	S. Ryan, C. Werkheiser

Teacher professional development	Aug 2019-May 2020	S. Ryan, C. Werkheiser
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Sample Scope and Sequences	August 2019	C. Werkheiser
Sample Assessments	August 2019	C. Werkheiser
Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: lesson plan execution	August 2019-May 2020	S. Ryan, C. Werkheiser, J. Deckert, B. McPhatter, D. Sandell
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan samples with feedback provided	August 2019-May 2020	S. Ryan, C. Werkheiser, J. Deckert, B. McPhatter, D. Sandell
Essential Acton 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher team meeting observation: meeting agenda,	August 2019	C. Werkheiser
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
PLC/Data Meeting Agendas	August 2019	C. Werkheiser

Essential Action 1.1: Campus instructional leaders
(principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>	We have a job description list for all administrators and support staff. We have scheduled times for PLC meetings every six weeks. We have a weekly schedule for administrative walkthroughs.	Work is underway
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>	We have scheduled BOY, MOY, and EOY goal meetings with all employees.	Substantially in place and functioning
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>	Department Head teachers have agendas for all meetings.	Work is underway
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>	Department Head teachers lead meetings with written agendas, meeting minutes, and follow up meetings with Principal and Curriculum Coordinator.	Work is underway
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>	Principal's calendar reflects scheduled informal and formal observations for all new teachers. Principal leads administrative meetings where PLC topics, data, and observation feedback are discussed.	Substantially in place and functioning
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action Reflection

Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above.	1 - Not Yet Started	3
	2	
	3	
	4	
	5 - Fully Implemented	

Essential Action 5.3: Data-driven instruction

Directions

1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>		Not Yet Started
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>	Teachers analyze data to identify trends in student misconceptions and determine root causes in department meetings.	Work is underway
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		
to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners	<i>Master schedule includes at least one block weekly for teacher teams to meet</i>	Department meeting agendas reflect discussions of student data and possible adjustments to instructional delivery.	Work is underway
	<i>Teacher team meeting agendas are developed utilizing a common protocol</i>		
	<i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i>		
and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster	<i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i>		Not Yet Started
	<i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i>		

Essential Action Reflection

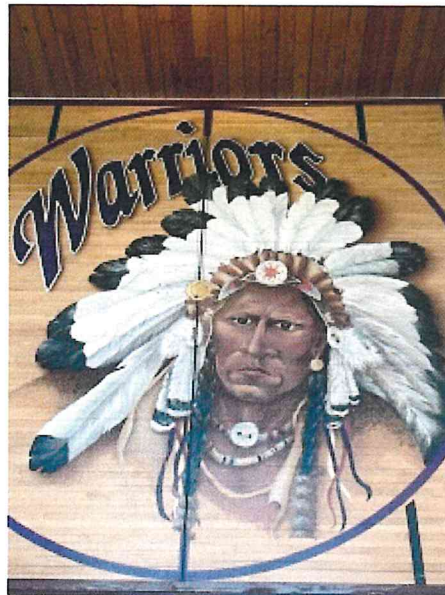
Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	2
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Port Neches-Groves Independent School District

Port Neches Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Student Academic Achievement

Student Academic Achievement Summary

PNMS has a history of high performance on standard testing, UIL, band, choir, athletics and many other local and statewide competitions. PNMS has always met AYP. PNMS overall student scores continue to be the best in our local 5A region. PNMS was voted best middle school in our area in 2013, 2015, 2016 & 2017. PNMS has proudly won Sweepstakes in band the past 28 years. PNMS has numerous All Region Band and Choir members. PNMS Robotic Team has competed on the state level for several years.. PNMS has proudly competed on the highest levels in Football, Volleyball, Basketball, and Track. In the past 6 years PNMS has won 21 district championships in various sports. PNMS students have placed in VFW Patriot Pen Essay contest. Students at PNMS have placed in the top 3 in many essay contests in the Beaumont area. PNMS has always met standard.

PNMS CATE students work in conjunction with Huntsman Refinery in building birdhouses for migrating water fowl and help in other district projects. They also work with local businesses to provide furniture.

Student Academic Achievement Strengths

- EOC Algebra I 100% passing
- Math, Reading and Writing on all levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Eighth grade Social Studies student scores are below state average. **Root Cause:** All students, Hispanic, white, and economically disadvantaged students continue to score below state average.

Problem Statement 2: Student Achievement rates between Special Education and Regular Education Students are disproportional. **Root Cause:** STAAR Achievement rates of Special Education compared to Regular Education Students in Reading and Math.

Problem Statement 3: Failure to have student growth in all subjects. **Root Cause:** Decrease in the passing percentage of 8th grade Social Studies STAAR.

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause:** Student STAAR weighted performance by economically disadvantaged and Hispanic students in writing, science and social studies. White ,Asian, ELL, Special Education, Non -Continuously enrolled all subjects.

Goals

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: 1. All students will meet the STAAR passing standard. Target areas are as follows:

All students Social Studies 80%.

STAAR Achievement Rates Special Education 80%.

Performance rates will increase by 10% with all students from 6th to 7th and 8th grades on all standard testing.

Increase STAAR scores for Science by 10%

Increase Academic Achievement for White Students in Reading and Math

Increase Growth Status for White Students in Reading and Math and Student Success Status.

Increase Academic Achievement for Asian Students in Reading and Math

Increase Growth Status for Asian Students in Reading and Math and Student Success Status

Increase Student Growth for Special Ed. Current in Academic Achievement Reading and Math.

Increase Growth Status for Special Ed. Current in Reading and Math.

Increase Student Success Status for Special Ed. Current Students.

Increase Special Education and ELL learners for Academic Achievement.

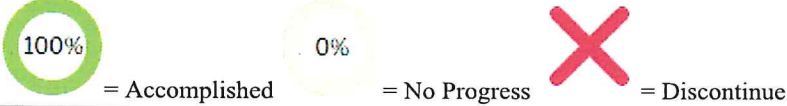
Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Emphasize test-taking skills/tips for all tests		Teacher	Test-taking tips will lead to increase student success Final results of STAAR data			
Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
2) Provide Tutorial session		Teachers	Tutorials will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
3) Personal, Peer and Teacher evaluation of written work		Teachers, Students	Evaluation of work will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
4) Provide differential instruction to offer each student an optimal learning environment		Teachers	Daily work and Teacher test will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
5) Monitor Progress of students		Faculty, Principal	Benchmarking and STAAR data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
6) Include Special Education students in regular classes when appropriate.		Counselor, Principal	Teacher tests and STAAR data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
7) Practice Academic Reading in all classes.		Teachers	Teacher made tests and STAAR Reading test will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
8) Focus on Academic Vocabulary		Teachers	Teacher made tests will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
9) Emphasize effective Study Skills.		Teachers	Teacher made test will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
10) Develop Critical Thinking		Teachers	Teacher made assignments, Reading Benchmark, Math Benchmark will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
11) Cooperative Learning.		Teachers	Teacher made test will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 12) Mini-Skills Units a. American History and STAAR terminology b. Development of Political Parties c. Primary Sources documents		Teachers	Teacher made assessments, Social Studies STAAR data will lead to increase student success			
Funding Sources: Campus Funds - 0.00						
Additional Targeted Support Strategy 13) Target Weak Areas a. Issues and Events in U.S. History b. Political influences on history		Teachers	Social Studies STAAR data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
Additional Targeted Support Strategy 14) Cross-Curriculum Activities a. Historical Novels b. Interdisciplinary Studies c. Grade Level Activities		Teachers	Teacher made assessments will lead to increase student success			
Funding Sources: Campus Funds - 0.00						
15) Provide Opportunities for Off-Campus Learning a. Field Trips b. Special Presentation Venues/Guest Speakers		Teachers	Teacher Assessments will lead to increase student success			
Funding Sources: Campus Funds - 0.00						
16) Economically Disadvantage and Hispanic Social Studies a. Encourage use of Year to Glance b. Encourage use of Instructional Focus Documents c. Early Benchmark Testing d. Workshops for Teachers e. Supplemental material f. Curriculum meetings with Middle School Curriculum Coordinator g. Individual meetings with 8th grade Social Studies teachers		Principal Curriculum Coordinator	Social Studies STAAR data Benchmark Assessment Data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
17) 20) Use Science Starters for Grades 7 and 8.		Principal, Teachers	Daily Walk Throughs will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
18) Implement 2 week review of Social Studies TEKs prior to testing.		Principal	Social Studies STAAR data			
19) Cross-Curricular Activities via 6th grade ELA classes		Curriculum Coordinator, Principal	Social Studies and STAAR data will lead to increase student success			
Comprehensive Support Strategy 20) Region 5 workshops, Department Meetings, and Social Studies Department meetings with GMS		Principal, Curriculum Coordinator	Social Studies and STAAR data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
Additional Targeted Support Strategy 21) Improve Special Ed. Reading and Math STAAR scores by 10% a.) Workshop for teachers b.) Monitor teacher instruction c.) Department Meetings d.) Implement all IEPs and discuss with Case Manager as needed			These will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
Additional Targeted Support Strategy 22) Improve All 7th grade STAAR subjects a.) Lesson Planning b.) Workshops for teacher		Principal	STAAR data will lead to increase student success			
ESF Levers Lever 1: Strong School Leadership and Planning		Principal	Increase department specific focus and gains			
23) Utilize Team Leaders	Problem Statements: Student Academic Achievement 4					
Funding Sources: 199 - General Fund - 0.00						
ESF Levers Lever 5: Effective Instruction		Leadership Team	Increase focus areas of strength and need in instruction			
24) Data Disaggregation to increase data driven instruction	Problem Statements: Student Academic Achievement 4					
Funding Sources: 199 - General Fund - 0.00						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause 4:** Student STAAR weighted performance by economically disadvantaged and Hispanic students in writing, science and social studies. White ,Asian, ELL, Special Education, Non -Continuously enrolled all subjects.

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.
3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Schoolwide routines: Campus leader roles and	August, 2019	K. Hooper, P. Bryan
Campus Leader team meetings: meeting facilitation,	August, 2019	T. Davis, K. Hooper
Teacher team meetings: meeting facilitation, activities,	August, 2019	K. Hooper, P. Bryan
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team job descriptions	October 2019	K. Hooper, T. Davis
Leadership team member goals and performance	October 2019	K. Hooper, T. Davis
Leadership team meeting agendas and minutes	October 2019	K. Hooper, T. Davis

Essential Acton 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher induction training	August 2019	B. Duhon, J. Gauthier, T. Davis
Teacher leader training	October 2019	K. Hooper, T. Davis
Teacher leader facilitation of teacher team meeting	November 2019	K. Hooper, T. Davis, P. Bryan
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Staff selection tools (rubrics, questions, performance tasks)	Summer 2019	K. Hooper
Induction schedules and content	August 2019	K. Hooper
Teacher leadership selection criteria	September 2019	K. Hooper, T. Davis

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts related to school mission, vision, values	August 2019	K. Hooper, R. Nichols
Classroom Artifacts (posters, posted rules, bulletin boards,	September 2019	K. Hooper, R. Nichols
Classroom systems and routines	September 2019	K. Hooper, R. Nichols
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Schoolwide student culture routines, procedures, systems	August 2019 - Ongoing	K. Hooper, R. Nichols
Campus Improvement Plan that includes mission, vision,	October 2019 - Ongoing	K. Hooper, R. Nichols
Campus climate surveys with questions, results, response	April 2019	K. Hooper, R. Nichols

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher professional development	August 2019 - Ongoing	T. Davis
Teacher team meeting observation: meeting agenda,	Fall 2019 - Ongoing	T. Davis, K. Hooper

Classroom observation: use of instructional materials	September 2019	K. Hooper, P. Bryan, T. Davis
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Sample Instructional Materials	August 2019	T. Davis, K. Hooper
Sample Scope and Sequences	August 2019 - Ongoing	T. Davis, K. Hooper
Sample Assessments	Fall 2019 - Ongoing	T. Davis, K. Hooper
Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: lesson plan execution	Ongoing	K. Hooper, P. Bryan
Teacher team meeting observation: meeting agenda,	Ongoing	T. Davis, K. Hooper, P. Bryan
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan samples with feedback provided	Ongoing	K. Hooper
Lesson Plan submission and feedback cycle expectations	August 2019	K. Hooper
Essential Acton 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Leadership team meeting observation: meeting agenda,	October 2019	T. Davis, K. Hooper
Teacher team meeting observation: meeting agenda,	October 2019	T. Davis, K. Hooper, P. Bryan
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Progress monitoring and tracking tools	October 2019	T. Davis, K. Hooper
PLC/Data Meeting Agendas	November 2019	T. Davis, K. Hooper

Essential Action 1.1: Campus instructional leaders
(principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>		Not Yet Started
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>		Not Yet Started
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>		Not Yet Started
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>		Not Yet Started
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>		Not Yet Started
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action Reflection

Describe your implementation of Essential Action 1.1 (<i>Campus instructional leadership with clear roles and responsibilities</i>) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	1
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Essential Action 5.3: Data-driven instruction

- Directions**
1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
 2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
 3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>	Dmac data at district, campus, and teacher level, department meetings, BOY and EOY student growth review with appraiser	Work is underway
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>		Not Yet Started
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		
to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners	<i>Master schedule includes at least one block weekly for teacher teams to meet</i>		Not Yet Started
	<i>Teacher team meeting agendas are developed utilizing a common protocol</i>		
	<i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i>		
and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster	<i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i>		Not Yet Started
	<i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i>		

Essential Action Reflection

Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above.	1 - Not Yet Started	2
	2	
	3	
	4	
	5 - Fully Implemented	

Port Neches-Groves Independent School District

Groves Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Groves Middle School A Great Place To Learn!

Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Student Academic Achievement

Student Academic Achievement Summary

Groves Middle School's accountability rating is a C. It has been a Met Standard/Recognized Campus for the previous eight years. Groves Middle rated a B on Student Achievement, a B on School, and a D on Closing Performance Gaps. We will continue to focus on improvement of our STAAR scores in all areas and on all tests. All sub-groups need to improve but the main focus that will need additional targeted support are with students identified in areas as White, Asian, and Two or More Races.

Our Math scores showed 84% approaches grade level. Students who did not meet the math standard on the 2019 STARR test will receive additional instruction. Identified students in all three grades will receive math remediation during their Activity Period to strengthen math skills. Benchmark tests will be used to determine the degree of progress students make throughout the year. Enriched activities will be utilized in designated G/T classes. Inclusion and Co-Teaching classes will be utilized for many students.

Our Reading scores showed 81% approaches grade level. Our focus groups for reading are Economically Disadvantaged and Non-Continuously Enrolled students. Our identified students need to improve their critical thinking skills and the ability to use strategies to analyze material. The reading and language arts curriculum was evaluated and changes were made to improve reading scores. Seventh and eighth students who did not meet minimum expectations on the 2019 STAAR Reading test will be placed in reading classes. Identified students will receive additional help through accelerated reading classes and also during their Activity Period.

The STAAR writing scores were 70% approaches grade level. This is three percent above the state average, but we need to increase the number of students that receive a rating of four on the writing sample. Other areas needing improvement include sentence construction, punctuation, capitalization and spelling.

Our Science scores showed 78% approaches grade level. The STAAR science scores were above the region percentage for 8th grade. We will continue to improve student performance. Our emphasis on using supplemental materials to support the science curriculum will increase in all science classes.

Our Social Studies scores showed 64% approaches grade level. The STAAR social studies scores were above the region percentage for 8th grade. Examination of the curriculum and corrections to the timeline for covering content will be addressed to correct deficiencies and address student success in all social studies classes.

The campus improvement committee agreed that we need to increase the number of students that are achieving above the state average on all STAAR tests. Improved teaching techniques and a clear understanding of the test objectives will help insure improvement in this area.

Student Academic Achievement Strengths

Groves Middle School exhibits student achievement strength in the following areas:

- Above state and region averages for Reading
- Above state and region averages for Math
- 100% passing rate on Algebra I EOC
- Above state and region averages for Writing

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The current 8th Grade Social Studies percent at Grade Level Standard or Above was 27%, which was below the State and District averages. **Root Cause:** District curriculum needs to be aligned with the TEKS in all grades for all Social Studies classes. Critical thinking and higher order thinking skills need to be taught in each Social Studies class.

Problem Statement 2: Index III Closing Performance Gaps needs to be addressed. **Root Cause:** Student performance in multiple reported areas falls below the target for Reading and Mathematics.

Goals

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

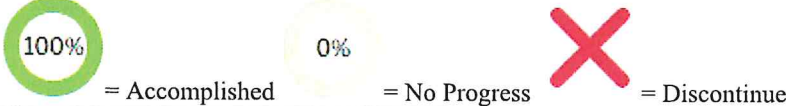
Performance Objective 1: By Spring, 2019, 6th grade, 7th grade and 8th grade students will pass the STAAR Reading test with the following percentages: a. 80 % of African American students will meet the STAAR Reading Standard. b. 80 % of Hispanic students will meet the STAAR Reading Standard. c. 80 % of White students will meet the STAAR Reading Standard. d. 80% of Asian students will meet the STAAR Reading Standard. e. 80 % of Two or More Races meet the STAAR Reading Standard. f. 80 % of Special Ed students will meet the STAAR Reading Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Reading Standard. h. 80 % of ELL students will meet the STAAR Reading Standard.

Evaluation Data Source(s) 1: STAAR Test Results and the TAPR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve reading abilities for all white students to increase academic achievement in Reading.	Curriculum Coordinator, Principal, Language Arts Teachers, Reading Teachers, ESL Teachers	Emphasis on curriculum alignment will lead to increased student success.			
Funding Sources: 199 - General Fund - 300.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
2) Accelerated Reader and STAR programs will be utilized with all students, including ESL, Identified and Special Education students.	Language Arts Teachers, Reading Teachers, Librarian, Principal, ESL Teachers, Special Education Teacher	Utilization of programs will lead to increased student success.			
Funding Sources: 199 - General Fund - 199.00					
Additional Targeted Support Strategy 3) Target all STAAR failures and work with identified students during the regular class period and Homeroom Period in order to increase Growth Status in Reading with an emphasis on the White population.	Curriculum Coordinator, Principal, Language Arts Teachers, Reading Teachers, ESL Teachers	Targeting failures will lead to increased student growth.			
Funding Sources: 199 - General Fund - 400.00					
4) Teach dyslexic students how to cope, adapt, and overcome their reading problems using independently based computer programs.	Curriculum Coordinator, Principal, Dyslexia Teacher, Special Ed Teachers	Teaching coping skills will lead to increased student success.			
Funding Sources: 199 - General Fund - 300.00					
5) Students in the inclusion program will receive supplemental instruction weekly in small group settings.	Principal, Core Teachers, Special Education Teachers, Counselor	Our inclusion program will lead to increased student success.			
Funding Sources: Campus Funds - 0.00					
6) ESL students will receive individualized instruction from ESL Teachers and special assistance through a supplemental program by having ESL classes for the students to attend.	ESL Teachers, Counselor, Principal	Individualized instruction will lead to increased student success.			
Funding Sources: 199 - General Fund - 600.00, 263 - Title III - 1491.00					
7) Use of Researched-based instructional strategies during each grading period.	All teachers	Researched-based instructional strategies will lead to increased student success.			
Funding Sources: Campus Funds - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 8) Review special education students disabilities, strengths and weaknesses, and class assignments to determine if placement is best for accessing the general education curriculum.	Diagnosticians, counselors, teachers, other campus personnel	Reviewing student placements will lead to increased student success.			
Funding Sources: 224 - IDEA - 0.00, Campus Funds - 0.00					
ESF Levers Lever 1: Strong School Leadership and Planning 9) Utilize campus principal and curriculum coordinator as instructional leaders.	Principal	Utilization of leader to increase department specific focus and gains.			
Problem Statements: Student Academic Achievement 2					
ESF Levers Lever 5: Effective Instruction 10) Data disaggregation to increase data driven instruction.	Leadership team	Increase focus on areas of strength/need throughout instruction.			
Problem Statements: Student Academic Achievement 2					
					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Index III Closing Performance Gaps needs to be addressed. Root Cause 2: Student performance in multiple reported areas falls below the target for Reading and Mathematics.

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.
3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Schoolwide routines: Campus leader roles and	Begin Sept 2019 and review ongoing throughout year.	P. Bryan
Campus Leader team meetings: meeting facilitation,	Begin Sept 2019 and review ongoing throughout year.	P. Bryan, G. Sims, K. Konidis, T. Davis
Teacher team meetings: meeting facilitation, activities,	Begin Sept 2019 and review ongoing throughout year.	P. Bryan, G. Sims, K. Konidis, T. Davis

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team sample calendars	First Semester	P. Bryan, G. Sims, K. Konidis, T. Davis
Leadership team meeting agendas and minutes	First Semester	P. Bryan, G. Sims, K. Konidis, T. Davis
Leadership team member goals and performance	First Semester	P. Bryan, G. Sims, K. Konidis, T. Davis

Essential Acton 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher induction training	August 2019	B. Duhon, J. Gauthier, T. Davis
Mentor Teachers	Ongoing throughout school year	P. Bryan, T. Davis
Hiring Committees	Ongoing throughout school year	P. Bryan, T. Davis, G. Sims

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Staff selection tools (rubrics, questions, performance tasks)	Summer 2019	P. Bryan
Induction schedules and content	August 2019	P. Bryan

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts related to school mission, vision, values	August 2019	P. Bryan, G. Sims, K. Konidis
Campus Artifacts (posters, posted rules, bulletin boards,	September 2019	P. Bryan, G. Sims, K. Konidis
Classroom systems and routines	September 2019	P. Bryan, G. Sims, K. Konidis
Morning Arrival	September 2019	P. Bryan

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
School vision, mission, values artifacts	September 2019 - Ongoing	P. Bryan, G. Sims, K. Konidis
Campus Improvement Plan that includes mission, vision,	September 2019 - Ongoing	P. Bryan, G. Sims, K. Konidis
Campus climate surveys with questions, results, response	September 2019 - Ongoing	P. Bryan, G. Sims, K. Konidis
Schoolwide student culture routines, procedures, systems	September 2019 - Ongoing	P. Bryan, G. Sims, K. Konidis

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher professional development	August 2019 - Ongoing	T. Davis, P. Bryan
Teacher team meeting observation: meeting agenda,	Fall 2019 - Ongoing	T. Davis, P. Bryan

Classroom observation: use of instructional materials	September 2019	P. Bryan, G. Sims, T. Davis
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Sample Instructional Materials	August 2019	T. Davis, P. Bryan
Sample Scope and Sequences	August 2019 - Ongoing	T. Davis, P. Bryan
Sample Assessments	Fall 2019 - Ongoing	T. Davis, P. Bryan
Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: lesson plan execution	Ongoing	P. Bryan, G. Sims
Teacher team meeting observation: meeting agenda,	Ongoing	P. Bryan, G. Sims, T. Davis
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan samples with feedback provided	Ongoing	P. Bryan
Lesson Plan submission and feedback cycle expectations	August 2019	P. Bryan
Essential Acton 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Leadership team meeting observation: meeting agenda,	October 2019	T. Davis, P. Bryan
Teacher team meeting observation: meeting agenda,	October 2019	T. Davis, P. Bryan, G. Sims
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Progress monitoring and tracking tools	October 2019	T. Davis, P. Bryan
PLC/Data Meeting Agendas	November 2019	T. Davis, P. Bryan

Essential Action 1.1: Campus instructional leaders
(principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>		Not Yet Started
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>		Not Yet Started
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>		Not Yet Started
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>		Not Yet Started
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>		Not Yet Started
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action Reflection

Describe your implementation of Essential Action 1.1 (<i>Campus instructional leadership with clear roles and responsibilities</i>) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	1
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Essential Action 5.3: Data-driven instruction

Directions

1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>	Dmac data at district, campus, and teacher level, department meetings, BOY and EOY student growth review with appraiser	Work is underway
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>		Not Yet Started
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		
Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	<i>Master schedule includes at least one block weekly for teacher teams to meet</i>		Not Yet Started
	<i>Teacher team meeting agendas are developed utilizing a common protocol</i>		
	<i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i>		
Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.	<i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i>		Not Yet Started
	<i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i>		

Essential Action Reflection

Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above.	1 - Not Yet Started	2
	2	
	3	
	4	
	5 - Fully Implemented	

Port Neches-Groves Independent School District

Taft Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 9, 2019

Public Presentation Date: September 9, 2019

Targeted Improvement Plan for Federal Accountability

2 focus areas from self-assessment:

Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities			
Directions			
1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.			
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.			
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.			
Essential Action 1.1: Evidence Collection and Analysis			
Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>	Principal has job description including key duties. Appraisal information has been given. Walkthroughs have started.	Work is underway
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>	Goals are written into the DMAC system by all professional employees in August.	Substantially in place and functioning
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>	Campus professionals observing professionals groups have been formed and are being utilized.	Work is underway
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>	Teachers collaboratively plan together weekly if not daily during conference periods. Teachers analyze data after each window of assessment.	Work is underway
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>	Campus professional development is on going	Work is underway
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action 5.3: Data-driven instruction			
Directions			
1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.			
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.			
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.			
Essential Action 5.3: Evidence Collection and Analysis			
Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>	We are constantly looking at and analyzing both progress monitoring data along with classroom assessments.	Substantially in place and functioning
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>	Teachers meet weekly if not daily to discuss data, concepts taught, gaps in lessons and reteaching plans.	Substantially in place and functioning
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		

Taft Elementary – 2019-2020 Areas of Focus

Federal Accountability Initiatives
<ul style="list-style-type: none">• Leveled SAT groups based on beginning of year screening scores to intervene at the students' instructional level• Target our white subgroup students during SAT time• Start STAAR formatted resources sooner• Conduct after school tutoring for white subgroup starting in October• Intervention changes after practice STAAR tests, specifically targeting our white subgroup• Conduct strategic walkthroughs during SAT and intervention times• Review classroom teacher tracking sheets weekly• Conduct weekly grade level meetings PLCs to discuss academic progress• Target STAAR Level of Concern areas based on DMAC reports
Other Academic and Behavior Initiatives
<ul style="list-style-type: none">• Focus on behavior guidance and possibly utilize personnel for content mastery/cool down opportunities.• Conduct after school tutoring for Harvey impacted students starting in October• Expanded Professionals Observing Professionals• 2:15-2:45 Tribe Time Interventions• Expanded Bilingual Support
Reading
<ul style="list-style-type: none">• All of K-3 will use the new ELAR Adoption materials and resources with minor tweaks and supplementing as needed.• Reading/Writing Academic Vocabulary campus focus as we continue to focus more on writing especially with STAAR testing changes.• Teachers will document ELAR progress on individual tracking sheets• We have an ELAR academic vocabulary word on the morning announcements each week. Classroom teachers reinforce this word with class activities.
Math
<ul style="list-style-type: none">• Teachers will continue to utilize Pearson Math Program (K-3) and track topic test scores on tracking sheet along with STAR Early Literacy and STAR math data.• IXL will also be utilized more especially with groups going to the computer time during SAT time.
Teacher & Student Attendance
<ul style="list-style-type: none">• The nurse will phone home each day for students who are absent and will provide a slip in teachers' boxes letting them know the reason the student is absent.• Provide incentives for student attendance each six weeks.• Principal will phone home or send attendance warning letter for excessive absences.
Accountability Goal
<ul style="list-style-type: none">• State Accountability Goal: strive for higher B or A scores across the domains and all four distinctions, see attached results for 2019• Federal Accountability Goal: meet all requirements to not have any areas to target in 20-21

[Back to Finder](#)

TAFT EL

District: [PORT NECHES-GROVES ISD](#)

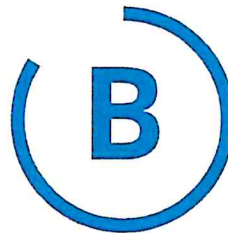
Grades Served: K-3

OVERVIEW



HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19

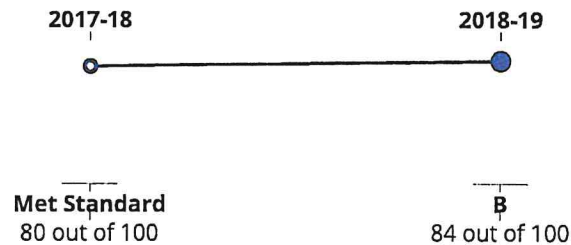


84 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

[Tell Me More](#)

CHANGE OVER TIME



This shows how overall performance at the school has changed over time.





OVERALL PERFORMANCE DETAILS



STUDENT ACHIEVEMENT



83 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

[Additional Details](#)



SCHOOL PROGRESS



85 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

[Additional Details](#)



CLOSING THE GAPS



80 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Additional Details

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?



ACADEMIC ACHIEVEMENT IN MATHEMATICS



POST-SECONDARY READINESS



ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING



TOP 25%: COMPARATIVE CLOSING THE GAPS



ADDITIONAL TARGETED SUPPORT

[Tell Me More](#)



Texas Education Agency (TEA)

1701 N. Congress Avenue

Austin, TX 78701

(512) 463-9734



This website is maintained by the Texas Education Agency

<https://tea.texas.gov/>

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.
3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher team meetings: meeting facilitation, activities,	September 5, 2019	Principal, Teachers
Teacher team meetings: meeting facilitation, activities,	September 12, 2019	Principal, DCSI, Teachers, Specialists
Teacher team meetings: meeting facilitation, activities,	Daily Conference Times	Teachers

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team meeting agendas and minutes	September 5, 2019	Principal, Teachers
Leadership team meeting agendas and minutes	September 12, 2019	Principal, Teachers, DCSI

Essential Acton 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)

Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher team meeting observation: meeting agenda,	September 12, 2019	Principal, Specialists, DCSI, Teachers
Classroom observation: lesson plan execution	Ongoing during SAT schedules weekly or daily	Principal, Specialists, DCSI, Teachers
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan templates	Weekly Lesson Plans Submitted or Visible	Principal, DCSI
Lesson Plan submission and feedback cycle expectations	Weekly Lesson Plans Submitted or Visible	Principal, DCSI
Essential Acton 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)

Minutes of Regular Meeting

The Board of Trustees Port Neches-Groves ISD

A Regular Meeting of the Board of Trustees of Port Neches-Groves ISD was held Monday, September 9, 2019, beginning at 7:00 PM in the West Groves Ed. Center, 5840 W. Jefferson, Groves, TX.

1. Opening

A. Call to Order and Establishment of Quorum

Dr. Scott Bartlett called the meeting to order and the presence of a quorum was established.

Present: Scott Bartlett, Rusty Brittain, Jake Lefort, Eric Sullivan,
Brandon Cropper, Dustin Marsh and Lana Parker

B. Prayer and Pledges

Dr. Bartlett led the prayer and pledges.

C. Patron Presentations

Roger Menard addressed the Board about the possibility of Veterans helping provide campus security for the district.

2. Consent Agenda

Lana Parker made a motion was made and Eric Sullivan seconded the motion to approve the consent agenda as presented. All were in favor. Motion passed (7-0)

A. Consider Approval of Minutes of August 2019 Meeting(s)

B. Consider Approval of Disbursements

C. Report: Budget - Bond, General Fund, Tax Report

D. Consider Approval of School Health Advisory Council

E. Consider Approval of 2019-20 District and Campus Improvement Plans

F. Personnel (Information Only)

G. Budget Transfer Information

3. Regular Agenda

A. Consider Approval of Employment Recommendation for Vacant Principal Position (Groves Middle School)

Brandon Cropper made a motion to approve the recommendation of Dr. Paul Bryan to fill the vacant principal position at Groves Middle School. The motion was seconded by Dustin Marsh. All were in favor. Motion passed (7-0)

B. Consider Approval of Transactions that Cost \$25,000 or More

Motion was made by Dustin Marsh to approve the over \$25,000 transactions. Lana Parker seconded the motion. All were in favor. Motion passed (7-0)

C. Consider Approval of Cancellation of School Board Election (November 5, 2019)

A motion was made by Dustin Marsh to approve the cancellation of the November 5, 2019 school board election (unopposed candidates). Lana Parker seconded the motion. All were in favor. Motion passed (7-0)

1. Order of Cancellation
2. Certificate of Unopposed Candidates

D. Superintendent Report

E. Board Member Requests for Future Agenda Items

F. Adjourn into Closed Session (No Public Discussion) Pursuant to Chapter 551 of the Texas Government Code

Dr. Bartlett adjourned the regular meeting into closed session at 7:30 p.m.

1. Superintendent's Summative Evaluation

G. Reconvene into Open Session and Take Action (if needed) on items discussed in Closed Session

Dr. Bartlett reconvened the regular meeting at 8:10 p.m. and took action on the following item:

*Approval of Dr. Gonzales contract with the following revisions:

- 1) 7.5% raise (same as all other district employees received)
- 2) Add 5 additional vacation days
- 3) Extend contract to reflect a 3 year term, ending June 30, 2022

Brandon Cropper made a motion to approve the above revisions to Dr. Gonzales' contract. The motion was seconded by Rusty Brittain. All were in favor. Motion passed (7-0).

H. Adjournment

There being no further business to come before the Board, the meeting was adjourned.

Scott Bartlett, President

Eric Sullivan, Secretary

Minutes of Called Meeting

The Board of Trustees Port Neches-Groves ISD

A Called Meeting of the Board of Trustees of Port Neches-Groves ISD was held Monday, September 23, 2019, beginning at 5:00 PM in the Port Neches City Hall, 1005 Merriman Street, Port Neches, TX.

1. Call to Order and Establishment of Quorum
Dr. Scott Bartlett called the meeting to order and the presence of a quorum was established.
Present: Scott Bartlett, Rusty Brittain, Jake Lefort, Brandon Cropper, Dustin Marsh and Lana Parker
2. Presentation by TC Energy Regarding the Proposed Beaumont Interconnect Pipeline Project to the Motiva Terminal on Spur 136 (see attached brochure)
3. Adjournment – The meeting was adjourned at approximately 5:35 p.m.

Scott Bartlett, President

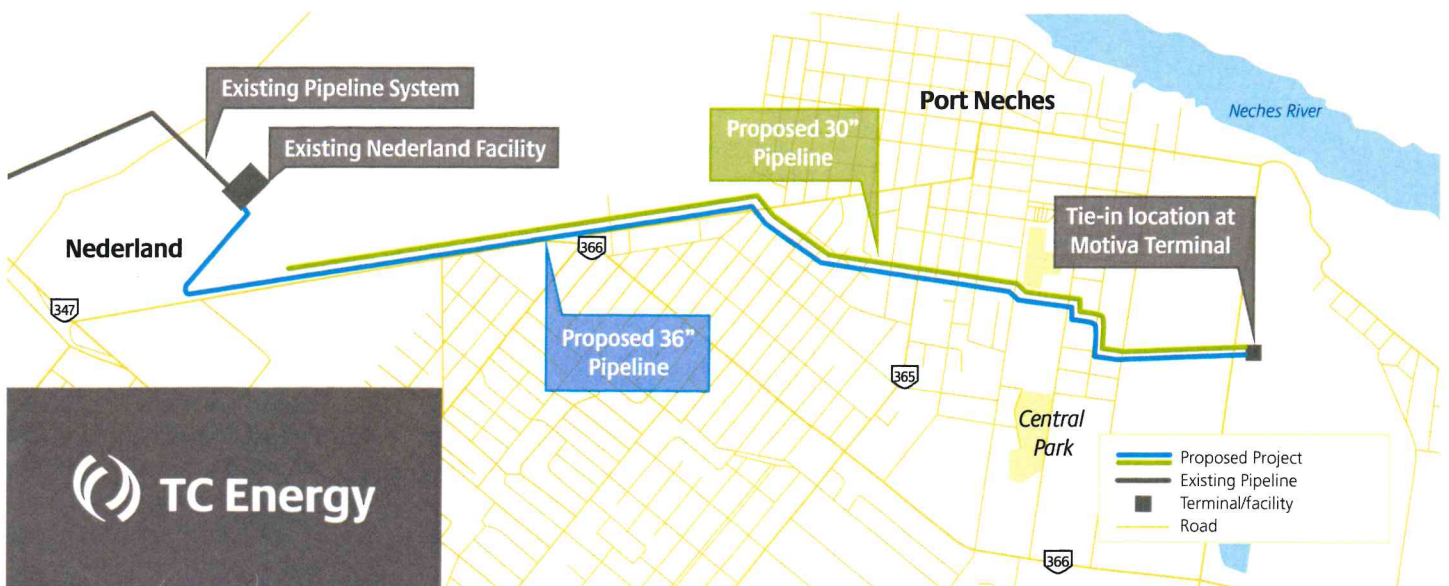
Eric Sullivan, Secretary

Beaumont Interconnect Project in Port Neches.

The Beaumont Interconnect is a proposed project that will connect TC Energy's existing Gulf Coast Pipeline System at the existing Nederland facility to allow for the delivery of crude oil to the Motiva Terminal in Port Neches through the construction of an approximately 4-mile 36" common carrier pipeline. At the same time that the Beaumont Interconnect is developed and constructed, a separate, approximately 3-mile 30" pipeline carrying crude oil from an interconnect at the Philipps 66 facility also to the Motiva Terminal will be co-located with the 36" pipeline to minimize effects to stakeholders and the environment.

Stakeholder engagement activities are currently underway in preparation for construction activities in late 2019. TC Energy has conducted extensive engineering and environmental studies, as well as engagement with stakeholders, landowners, and the municipality of Port Neches to share information, gather input, and consider feedback as part of our decision-making process.

Construction will take 9-12 months for the entire project, with an in-service date at the end of 2020. An outreach program will be in place to communicate impacts to direct stakeholders in the area as construction activities take place.



Community benefits

The proposed Project will offer short-term and long-term economic benefits and help strengthen the economy on a local, state and national level.

Employment Opportunities – Construction will require the services of equipment operators, welders, mechanics, truck drivers, laborers and more.

Business Opportunities – Pipeline and facilities construction will create demand for local goods and services including food and accommodation, hardware, industrial parts, automotive parts and servicing, fuel and more.

Annual Revenue to Support Local Services – Project construction will result in tax payments to municipal, county, and federal governments. When the Project is operational, annual tax payments will help support schools and hospitals.

Investment in Local Communities – through our engagement with people in the area, we will identify areas where we can help build stronger, safer, and more vibrant communities through local partnerships and initiatives.

Stakeholder engagement

TC Energy is proud of the relationships we have built with our neighbors over the last 65 years. TC Energy's core values of safety, integrity, responsibility and collaboration are at the heart of our commitment to stakeholder engagement. These values guide us in our interactions with our stakeholders.

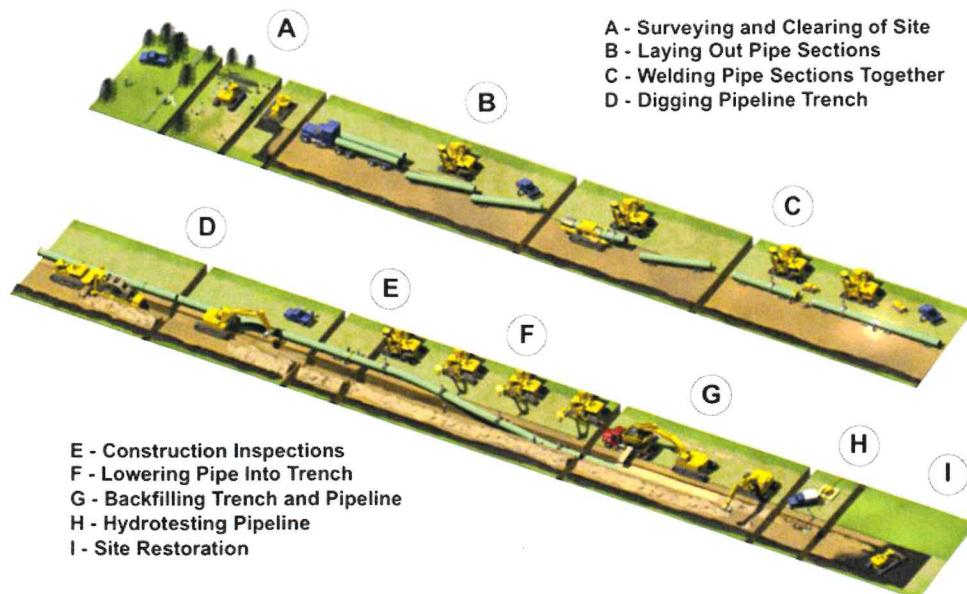
Partnering with landowners

Building positive working relationships with landowners are in the project area is important to us. As a landowner, we consider you a partner in this project. You can count on us to protect your privacy, respect your land and make safety and environmental responsibility our top priorities. We're proud of the relationships we have built with more than 95,000 landowners across our pipeline network, and as your neighbor we pledge to be transparent, fair, and flexible in all our communications.

Pipeline construction process – what to expect

During construction, there will be an increase in traffic flow in and around the Project area. There will be heavy equipment onsite for use in earth moving, material handling/hauling, welding and testing. After the facilities have been constructed, there will be minimal traffic associated with ongoing operations and maintenance. Strict adherence to construction plans and regulatory commitments will ensure that the effects of construction activities on local communities are minimized. Construction activities typically generate a certain amount of noise. TC Energy will work to meet applicable limits on noise throughout construction and ongoing operations.

Once construction has been completed, the land will be restored to pre-construction condition. Measures will be taken to prevent topsoil/surface material loss from wind and water erosion, and to establish a vegetative cover (where appropriate) that is compatible with surrounding vegetation



and land use. Following construction, landowners will have the right to use and enjoy the right-of-way subject to certain regulatory restrictions and some restrictions for pipeline protection found in right-of-way agreements. To provide for public safety and to protect property and the environment, Texas law requires homeowners to contact 811 two business days (excluding weekends and holidays) before digging, even if you're working in your own backyard.

TC Energy is currently engaging landowners to address concerns and minimize impact to daily routines. While the overall project schedule may last up to 12 months inclusive of remediation and construction windows based on stakeholder feedback, the overall process would typically take place in a specific area over the course of 2-4 weeks.

Pipeline safety and integrity

Safety is a core value at TC Energy. For more than 65 years, TC Energy has been a leader in the safe and reliable operation of North American energy infrastructure. From design to construction, to operations and maintenance, safety is integral to everything we do.

The safety of employees, contractors and members of the community is an integral part of the way we design, construct and operate our pipeline facilities.

- Pipelines are the safest mode of transportation for energy products.
- TC Energy has extensive programs to monitor, inspect and maintain our pipeline facilities.
- We constantly improve our practices using new technology and developments.
- All aspects of TC Energy's design, construction and operations are regulated by federal and state regulatory agencies.

Design

We use high quality steel and industry-leading welding techniques throughout our pipeline system to ensure we meet or exceed industry standards. We take additional safety precautions when the pipeline crosses roads, railways, waterways and communities.

Construction

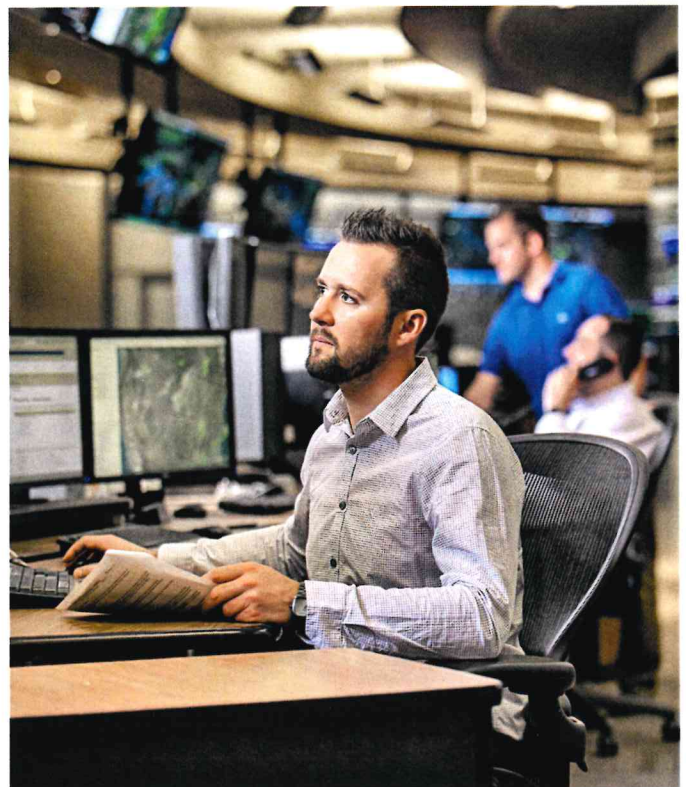
During construction, each weld is checked by x-ray and/or ultrasonic process to confirm that the welds are sound. We then we pressure-test the pipe, which is coated to protect against corrosion.

Operations

We also use sophisticated inline inspection devices, known as "smart pigs", to record information about the internal conditions of the pipeline.

TC Energy monitors its pipeline systems 24 hours a day, 365 days a year by highly trained TC Energy employees from a computerized control center. Satellite technology sends data to our monitoring center every five seconds. From here, we can detect changes in pressure along our pipelines and confirm that all facilities are operating properly. If a pressure drop is detected, we immediately identify the problem area and isolate that section of the pipe remotely, closing the valves that control the flow of gas. Trained crews are dispatched by land or helicopter, depending on the location.

All aspects of the life cycle of a pipeline – from design and construction to operation and retirement – are guided by our comprehensive Operational Management System and strictly overseen by regulatory agencies and government departments. That's why every TC Energy pipeline is rigorously and precisely built with high-quality materials and the latest proven technology, and monitored by expert staff, every step of the way.



About TC Energy

TC Energy has an over 65-year track record of safe energy transportation. We operate more than 59,000 miles of natural gas and liquids pipelines, and move more than 25 percent of the natural gas used every day across North America. We deliver the energy that millions of people rely on every day with a complete business that now includes pipelines, power generation and energy storage operations, with our footprint extending across the continent. We are dedicated to being leaders in the safe and reliable delivery of the energy required to keep the lights on, buildings warm and society moving forward.

TC Energy in Texas

In Texas, TC Energy:

- Works with approximately 1,800 landowners across 18 counties
- Has approximately 525 miles of gas and liquids assets
- Contributed \$1,022,636 to non-profit organizations in 2017 and 2018
- US Headquarters in Houston, TX

Contact us

We invite you to contact TC Energy with any questions or comments you have about the proposed project

Land Administration/Beaumont Interconnect
Phone 1-877-287-1782
Email: derek_montgomery@tcenergy.com

Or write to:

Attn: Beaumont Interconnects
Community Relations
700 Louisiana St., Houston, TX
U.S.A., 77002

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2019

AGENDA ITEM: Consider Approval of Disbursements

The monthly list of bills paid for the period September 1, 2019 to September 30, 2019 is detailed in the attachment. If members of the Board have questions regarding any of the disbursements, we would request that they contact our office prior to the Board meeting and list the check number and the payee for the item in question. We will pull the voucher and supporting documentation to give a detailed answer to any questions during the public Board meeting.

Recommendation: It is recommended that the Board of Trustees of the Port Neches-Groves Independent School District approve the disbursements for the period September 1, 2019 to September 30, 2019.

Resource Personnel: Sheri Drawhorn, Business Manager

VENDOR	CHECK CHECK		ACCOUNT		INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE	AMOUNT	NUMBER		
ACCURATE LABEL DESIG	99682	09/20/2019	81.95	199 E 23 6399 00 103 0 99 0 00	VISITOR LABELS	167586
ACE IMAGEWEAR	99571	09/12/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Cleaning of bus mechanic uniforms for July 30, 2019/Aug. 6, 2019/Aug. 13, 2019/Aug. 20, 2019/Aug. 27, 2019	0531065
ACE IMAGEWEAR	99571	09/12/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Cleaning of bus mechanic uniforms for July 30, 2019/Aug. 6, 2019/Aug. 13, 2019/Aug. 20, 2019/Aug. 27, 2019	0532621
ACE IMAGEWEAR	99571	09/12/2019	55.24	199 E 34 6219 00 937 0 99 0 00	Cleaning of bus mechanic uniforms for July 30, 2019/Aug. 6, 2019/Aug. 13, 2019/Aug. 20, 2019/Aug. 27, 2019	0534166
ACE IMAGEWEAR	99571	09/12/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Cleaning of bus mechanic uniforms for July 30, 2019/Aug. 6, 2019/Aug. 13, 2019/Aug. 20, 2019/Aug. 27, 2019	0535704
ACE IMAGEWEAR	99571	09/12/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Cleaning of bus mechanic uniforms for July 30, 2019/Aug. 6, 2019/Aug. 13, 2019/Aug. 20, 2019/Aug. 27, 2019	0537263
ALFARO, DANIEL	99754	09/27/2019	105.00	199 E 36 6499 49 873 0 91 0 91	OFFICIATE GMS VOLLEYBALL GAME ON 9/14/19	091419
ALFARO, DANIEL	99754	09/27/2019	15.00	199 E 36 6499 49 873 0 91 0 91	OFFICIATE GMS VOLLEYBALL GAME ON 9/14/19	091419
ALL PHASE ELECTRIC C	99683	09/20/2019	240.00	199 E 51 6317 19 936 0 99 0 00	DW-ELECTRICAL REPAIRS	5949-78524
ALL PHASE ELECTRIC C	99683	09/20/2019	42.86	199 E 51 6317 19 936 0 99 0 00	DW-ELECTRICAL REPAIRS	5949-78421
ALL PHASE ELECTRIC C	99683	09/20/2019	210.00	199 E 51 6317 19 936 0 99 0 00	DW-ELECTRICAL REPAIRS	5949-78452
ALL PHASE ELECTRIC C	99683	09/20/2019	166.80	199 E 51 6317 19 936 0 99 0 00	DW-ELECTRICAL REPAIRS	5949-78509
ALL PHASE ELECTRIC C	99755	09/27/2019	100.50	199 E 51 6317 19 936 0 99 0 00	PNE-BULBS FOR CAMPUS	5949-78586
AMAZON.COM	99681	09/19/2019	100.23	199 E 41 6399 25 750 0 99 0 00	Office Supplies for Admin/Business Office	9748855733
AMAZON.COM	99681	09/19/2019	236.94	199 E 53 6399 00 874 0 99 0 00	SSD drives	8964465643
AMAZON.COM	99681	09/19/2019	289.90	199 E 11 6399 00 872 0 23 0 00	AMAZON .. Gloves and Wipes	4637857575

<u>VENDOR</u>	<u>CHECK NUMBER</u>	<u>CHECK DATE</u>	<u>AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>INVOICE NUMBER</u>
AMAZON.COM	99681	09/19/2019	50.99	199 E 51 6317 18 936 0 99 0 00	for Life Skills students/classrooms ..	
AMAZON.COM	99681	09/19/2019	68.90	199 E 51 6317 19 936 0 99 0 00	MD-WOOD SHOP-COMPRESSOR REPAIRS	4856468996
AMAZON.COM	99681	09/19/2019	8.47	199 E 51 6317 18 936 0 99 0 00	GE-COMPUTER ROOM EXIT LIGHT FIRE MARSHALL LIST	7879844993
AMAZON.COM	99681	09/19/2019	6.95	199 E 41 6399 25 750 0 99 0 00	MD-WOOD SHOP-COMPRESSOR REPAIRS	6468884448
AMAZON.COM	99681	09/19/2019	17.76	199 E 41 6399 25 750 0 99 0 00	Office Supplies for Admin/Business Office	4559343489
AMAZON.COM	99681	09/19/2019	11.60	199 E 41 6399 25 750 0 99 0 00	Office Supplies for Admin/Business Office	4347395968
AMAZON.COM	99681	09/19/2019	344.46	199 E 11 6399 00 107 0 11 0 00	Office Supplies for Admin/Business Office	5735873787
AMAZON.COM	99681	09/19/2019	119.92	199 E 11 6399 00 872 0 23 0 00	HP 508A TONER REPLACEMENT (4PK)	4557535879
AMAZON.COM	99681	09/19/2019	15.56	199 E 11 6399 00 872 0 23 0 00	AMAZON .. Gloves and Wipes for Life Skills students/classrooms ..	8368556396
AMAZON.COM	99681	09/19/2019	287.89	199 E 41 6399 25 750 0 99 0 00	Office Supplies for Admin/Business Office	4454995447
AMAZON.COM	99681	09/19/2019	468.00	199 E 13 6399 00 872 0 23 0 00	Office Supplies for Admin/Business Office	4558679897
AMAZON.COM	99681	09/19/2019	73.98	199 E 11 6399 00 103 0 11 0 00	AMAZON.com .. Sony Digital Voice Recorder and Cases .. Special Ed .. Diags	7797768469
AMAZON.COM	99681	09/19/2019	54.67	199 E 13 6399 00 872 0 23 0 00	REPLACEMENT LITERATURE ORGANIZER FOR BRITTANI BLOUNT DUE TO WATER LEAK IN CLASSROOM	8574838555
AMAZON.COM	99681	09/19/2019	399.96	199 E 11 6399 00 107 0 11 0 00	AMAZON.com .. Sony Digital Voice Recorder and Cases .. Special Ed .. Diags	7797768469
AMAZON.COM	99681	09/19/2019			Teachers Lounge Amazon - Mini blinds, Spray paint, slip covers (2), chalk paint/wax, wooden side table, decorative clock, woven basket, artificial plant, pillow	6985967578

VENDOR	CHECK CHECK		AMOUNT	ACCOUNT		INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE		NUMBER			
AMAZON.COM	99681	09/19/2019	404.20	199 E 11 6399 00 107 0 11 0 00		covers (4), black metal chairs	
AMAZON.COM	99681	09/19/2019	129.15	199 E 11 6399 00 002 0 11 0 00		Teachers Lounge Amazon - Mini blinds, Spray paint, slip covers (2), chalk paint/wax, wooden side table, decorative clock, woven basket, artificial plant, pillow covers (4), black metal chairs	8376755746
AMAZON.COM	99681	09/19/2019	64.72	199 E 11 6399 00 107 0 25 0 00		Amazon Purchase of The Traverler's Gift Hardcover Book Quantity: 7	4347659696
AMAZON.COM	99681	09/19/2019	226.14	199 E 11 6399 00 107 0 25 0 00		ESL - FLASHCARDS, BOOKS, WORKBOOKS, SPIRALS, MAGNETIC LETTERS, GAMES	4554545385
AMAZON.COM	99681	09/19/2019	119.99	199 E 11 6399 00 107 0 11 0 00		ESL - FLASHCARDS, BOOKS, WORKBOOKS, SPIRALS, MAGNETIC LETTERS, GAMES	4374789393
AMAZON.COM	99681	09/19/2019	75.80	199 E 11 6321 60 001 0 31 0 00		LANG - COUNSELOR OFFICE ARMED CHAIR, CHAIR FOR STUDNETS	5789855995
AMAZON.COM	99681	09/19/2019	74.56	499 E 11 6399 00 107 0 23 0 00		4 more sets of Mouse Pads	5496766599
AMAZON.COM	99681	09/19/2019	167.96	199 E 11 6399 00 107 0 11 0 00		MAISIE BENOIT ED FOUNDATION GRANT PLASTIC BINS (CLEAR), PLASTIC FLATWARE SET, PADLOCK SET, FINE MOTOR SKILL TOYS	4336373885
AMAZON.COM	99681	09/19/2019	310.22	199 E 11 6399 00 102 0 11 0 00		LANG - COUNSELOR OFFICE ARMED CHAIR, CHAIR FOR STUDNETS	6474946885
AMAZON.COM	99681	09/19/2019	12.77	199 E 41 6399 25 750 0 99 0 00		LETULLE SUPPLIES	4643796855
AMAZON.COM	99681	09/19/2019	10.65	199 E 41 6399 25 750 0 99 0 00		Office Supplies for Admin/Business Office	4644936465
AMAZON.COM	99681	09/19/2019	379.00	199 E 11 6321 60 001 0 31 0 00		Office Supplies for Admin/Business Office	8456945646
AMERICAN HERITAGE CA	31835	09/25/2019	99.36	863 L 00 2159 00 000 0 00 0 11		Mouse Pads	4347568653
AMERICAN UNITED LIFE	31829	09/25/2019	175.00	863 L 00 2159 00 000 0 00 0 09		Payroll accrual	20190925AD
ANDERS, RONALD	99756	09/27/2019	320.00	199 E 52 6219 01 877 0 99 0 00		Payroll accrual	20190925AD
						SRO ON 9/12/19	091219

VENDOR	CHECK CHECK		ACCOUNT										INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER									DESCRIPTION	NUMBER
ANTHONY, DONNA	99660	09/19/2019	140.00	199 E 36 6499 49 873 0 91 0 91									OFFICIATE VOLLEYBALL GAME	082919
													PNMS VS C O WILSON ON 8/29/19	
ANTHONY, DONNA	99660	09/19/2019	15.00	199 E 36 6499 49 873 0 91 0 91									OFFICIATE VOLLEYBALL GAME	082919
													PNMS VS C O WILSON ON 8/29/19	
APPLE INC.	99757	09/27/2019	1,107.00	199 E 11 6644 00 874 0 11 0 00									iPad/Apple TV	AA38256932
APPLE INC.	99757	09/27/2019	149.00	199 E 11 6644 00 874 0 11 0 00									iPad/Apple TV	AA38754100
AT&T	99546	09/06/2019	6,834.33	199 E 51 6259 11 936 0 99 0 00									MONTHLY LOCAL SERVICE, PHONE	08/19-9/19
													SERVICE FROM 08/19/19 -	
													09/18/19	
ATASCOCITA HIGH SCHO	99602	09/13/2019	625.00	199 E 36 6412 52 001 0 99 0 00									REGISTRATION FEES	02140215
ATHLETIC SUPPLY, INC	99572	09/12/2019	4,820.00	199 E 36 6411 19 873 0 91 0 91									Girls coaches clothes	176479
ATHLETIC SUPPLY, INC	99738	09/26/2019	441.00	199 E 36 6399 25 873 0 91 0 91									jerseys and shorts	176729
ATHLETIC SUPPLY, INC	99738	09/26/2019	1,422.00	199 E 36 6399 29 873 0 91 0 91									jerseys and shorts	176729
ATHLETIC SUPPLY, INC	99738	09/26/2019	387.00	199 E 36 6399 68 041 0 91 0 91									jerseys and shorts	176729
BABE ZAHARIAS GOLF C	99684	09/20/2019	1,079.00	199 E 36 6399 31 873 0 91 0 91									Golf: green fees and player	746
													bags	
BABE ZAHARIAS GOLF C	99684	09/20/2019	631.00	199 E 36 6412 31 873 0 91 0 91									Golf: green fees and player	746
													bags	
BABE ZAHARIAS GOLF C	99684	09/20/2019	631.00	199 E 36 6399 31 873 0 91 0 91									Golf: green fees and player	747
													bags	
BABE ZAHARIAS GOLF C	99684	09/20/2019	369.00	199 E 36 6412 31 873 0 91 0 91									Golf: green fees and player	747
													bags	
BAKER DISTRIBUTING C	99685	09/20/2019	208.04	199 E 51 6317 16 936 0 99 0 00									TAFT OFFICE-HVAC REPAIRS	Y841290
BAKER DISTRIBUTING C	99758	09/27/2019	84.74	199 E 51 6317 16 936 0 99 0 00									TAFT-OFFICE A/C REPAIRS	Y864029
BARABIN, ARDINA	99759	09/27/2019	105.00	199 E 36 6499 49 873 0 91 0 91									OFFICIATE GMS VOLLEYBALL GAME	091419
													ON 9/14	
BARABIN, ARDINA	99759	09/27/2019	15.00	199 E 36 6499 49 873 0 91 0 91									OFFICIATE GMS VOLLEYBALL GAME	091419
													ON 9/14	
BARBERS HILL ATHLETI	99517	09/04/2019	200.00	199 E 36 6412 69 042 0 91 0 91									Entry Fee=\$200.00 for Barbers	10042019a
													Hill Volleyball Tournament in	
													Mont Belvieu, TX on 10/3-4/19	
BARBERS HILL HS THEA	99603	09/13/2019	625.00	199 E 36 6412 52 001 0 99 0 00									REGISTRATION FEES	022520
BATES, AIMEE	99760	09/27/2019	227.50	199 E 36 6411 19 873 0 91 0 91									Bates: reimburse for TASCO	091019
													membership and clinic	
BAYES ACHIEVEMENT CE	99687	09/20/2019	19,188.60	199 E 11 6223 00 872 0 23 0 00									Bayes Achievement Center,	28542
													Inc. .. Residential &	
													Counseling services for R.	
													Ramshur + Candice Vincent ..	
													9/2019 Invoices ..	

VENDOR	CHECK CHECK		ACCOUNT		INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER	DESCRIPTION	NUMBER
BAYES ACHIEVEMENT CE	99687	09/20/2019	225.00	199 E 11 6223 00 872 0 23 0 00	Bayes Achievement Center, Inc. .. Residential & Counseling services for R. Ramshur + Candice Vincent .. 9/2019 Invoices ..	28602
BAYES ACHIEVEMENT CE	99687	09/20/2019	19,026.00	199 E 11 6223 00 872 0 23 0 00	Bayes Achievement Center, Inc. .. Residential & Counseling services for R. Ramshur + Candice Vincent .. 9/2019 Invoices ..	28558
BAYES ACHIEVEMENT CE	99687	09/20/2019	100.00	199 E 11 6223 00 872 0 23 0 00	Bayes Achievement Center, Inc. .. Residential & Counseling services for R. Ramshur + Candice Vincent .. 9/2019 Invoices ..	28612
BELL, DARREN	99604	09/13/2019	20.00	199 E 51 6311 00 937 0 99 0 00	Put fuel in mechanic truck coming back from Huntsville football game on 9/6/19	090919
BERGERON, MACIE	99524	09/05/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 8/30/19	083019
BIG GAME SPORTS, INC	99688	09/20/2019	917.40	199 E 36 6399 20 873 0 91 0 91	Football: game balls	62401
BIG GAME SPORTS, INC	99739	09/26/2019	1,374.10	199 E 36 6399 20 873 0 91 0 91	Football: footballs	59671
BIG THICKET PLUMBING	99761	09/27/2019	1,100.00	199 E 51 6299 00 936 0 99 0 00	DW-TESTING ALL BACKFLOW PREVENTERS	5562
BILL CLARK PEST CONT	99573	09/12/2019	325.00	240 E 35 6299 00 938 0 99 0 00	pest control	108258
BOBBITT, BOB	99762	09/27/2019	120.00	199 E 36 6499 49 873 0 91 0 91	OFFICIATE GMS VOLLEYBALL TOURNAMENT ON 9/14/19	091419
BOCAL MAJORITY BASSO	99763	09/27/2019	232.50	199 E 36 6399 64 001 0 99 0 00	BAND MATERIALS	31177
BORDEN DAIRY COMPANY	99574	09/12/2019	4,606.50	240 E 35 6341 00 001 0 99 0 00	milk & juice deliveries, all cafeterias, August 2019	2806152
BORDEN DAIRY COMPANY	99574	09/12/2019	1,431.65	240 E 35 6341 00 042 0 99 0 00	milk & juice deliveries, all cafeterias, August 2019	2806152
BORDEN DAIRY COMPANY	99574	09/12/2019	1,591.54	240 E 35 6341 00 101 0 99 0 00	milk & juice deliveries, all cafeterias, August 2019	2806152
BORDEN DAIRY COMPANY	99574	09/12/2019	1,016.51	240 E 35 6341 00 102 0 99 0 00	milk & juice deliveries, all cafeterias, August 2019	2806152
BORDEN DAIRY COMPANY	99574	09/12/2019	674.70	240 E 35 6341 00 103 0 99 0 00	milk & juice deliveries, all cafeterias, August 2019	2806152
BORDEN DAIRY COMPANY	99574	09/12/2019	1,088.25	240 E 35 6341 00 104 0 99 0 00	milk & juice deliveries, all cafeterias, August 2019	2806152

VENDOR	CHECK		AMOUNT	ACCOUNT										INVOICE	
	NUMBER	DATE		NUMBER	DESCRIPTION	NUMBER									
BORDEN DAIRY COMPANY	99574	09/12/2019	953.18	240	E	35	6341	00	105	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	2806152
BORDEN DAIRY COMPANY	99574	09/12/2019	718.80	240	E	35	6341	00	107	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	2806152
BORDEN DAIRY COMPANY	99574	09/12/2019	-204.58	240	E	35	6341	00	001	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	083119
BORDEN DAIRY COMPANY	99574	09/12/2019	-63.58	240	E	35	6341	00	042	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	083119
BORDEN DAIRY COMPANY	99574	09/12/2019	-70.68	240	E	35	6341	00	101	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	083119
BORDEN DAIRY COMPANY	99574	09/12/2019	-45.14	240	E	35	6341	00	102	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	083119
BORDEN DAIRY COMPANY	99574	09/12/2019	-29.96	240	E	35	6341	00	103	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	083119
BORDEN DAIRY COMPANY	99574	09/12/2019	-48.33	240	E	35	6341	00	104	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	083119
BORDEN DAIRY COMPANY	99574	09/12/2019	-42.33	240	E	35	6341	00	105	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	083119
BORDEN DAIRY COMPANY	99574	09/12/2019	-31.93	240	E	35	6341	00	107	0	99	0	00	milk & juice deliveries, all cafeterias, August 2019	083119
BOUDOIN, ROBERT	99764	09/27/2019	85.00	199	E	36	6499	49	873	0	91	0	91	SPOTTER FOR TOMBALL VS PNG FOOTBALL GAME ON 9/13/19	091319
BOUDREAUX, STEVEN	99525	09/05/2019	320.00	199	E	52	6219	01	877	0	99	0	00	SRO ON 8/27/19	082719
BOUNDS, LINDA	99526	09/05/2019	140.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE VOLLEYBALL GAME ON 8/27/19 PNG VS HUFFMAN	082719
BOUNDS, LINDA	99526	09/05/2019	15.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE VOLLEYBALL GAME ON 8/27/19 PNG VS HUFFMAN	082719
BRAINSRING	99689	09/20/2019	150.00	199	E	11	6399	00	101	0	11	0	00	E-Learning level 1 Extension Novich Martin	119702
BRIDGE CITY ISD	99690	09/20/2019	400.00	199	E	36	6412	25	873	0	91	0	91	Basketball: entry fee 11/21-23	0905019
BSN SPORTS, LLC	99741	09/26/2019	8,013.76	199	E	36	6399	90	873	0	91	0	91	Weight Room: bars, bumper plates, kettlebells	905446280
BSN SPORTS, LLC	99741	09/26/2019	3,190.78	199	E	36	6399	20	873	0	91	0	91	shirts, pants, compression shirts	905392689
BSN SPORTS, LLC	99741	09/26/2019	1,881.90	199	E	36	6399	89	873	0	91	0	91	All Sports: Hats	905702571
BSN SPORTS, LLC	99741	09/26/2019	1,090.46	199	E	36	6399	89	873	0	91	0	91	goal post pads	905646648
BSN SPORTS, LLC	99741	09/26/2019	4,357.45	199	E	36	6399	20	873	0	91	0	91	Football: bar holder, shorts, shirts	905681861

VENDOR	CHECK		AMOUNT	ACCOUNT							INVOICE DESCRIPTION	INVOICE NUMBER			
	NUMBER	DATE		NUMBER											
BSN SPORTS, LLC	99741	09/26/2019	354.50	199	E	36	6399	20	873	0	91	0	91	Football: down box, pylons	905702573
BSN SPORTS, LLC	99741	09/26/2019	780.71	199	E	36	6399	20	873	0	91	0	91	Football: towels, kicking net	905712838
BSN SPORTS, LLC	99741	09/26/2019	730.83	199	E	36	6399	20	873	0	91	0	91	girdles	905793466
BSN SPORTS, LLC	99741	09/26/2019	51.98	199	E	36	6399	20	873	0	91	0	91	Football: kicking tee	905830933
BSN SPORTS, LLC	99741	09/26/2019	265.94	199	E	36	6399	20	873	0	91	0	91	laundry straps	905947259
BSN SPORTS, LLC	99765	09/27/2019	1,461.63	199	E	36	6399	20	873	0	91	0	91	Football: grey shirts	906027862
BUFFALO INDEPENDENT	99559	09/11/2019	420.00	199	E	36	6412	52	001	0	99	0	00	Registration/Entry Fee=\$420.00, 2019 Buffalo High School Teaching Tournament in Buffalo, TX on 9/14/19	09142019
CDW GOVERNMENT	99691	09/20/2019	171.52	199	E	53	6644	00	874	0	99	0	00	printers	TTM8598
CDW GOVERNMENT	99691	09/20/2019	1,073.58	199	E	53	6644	00	874	0	99	0	00	printers	TSZ9134
CDW GOVERNMENT	99691	09/20/2019	1,455.00	199	E	53	6644	00	874	0	99	0	00	laptop	TTT3447
CDW GOVERNMENT	99691	09/20/2019	64.08	199	E	53	6644	00	874	0	99	0	00	laptop	TVR7849
CDW GOVERNMENT	99766	09/27/2019	148.08	199	E	11	6644	00	874	0	11	0	00	chromebooks	TVQ1061
CDW GOVERNMENT	99766	09/27/2019	1,746.00	199	E	11	6644	00	874	0	11	0	00	chromebooks	TVR9315
CDW GOVERNMENT	99766	09/27/2019	24.68	199	E	11	6644	00	874	0	11	0	00	projectors, doc cameras, printers, chromebook	TVQ1052
CDW GOVERNMENT	99766	09/27/2019	291.00	199	E	11	6644	00	874	0	11	0	00	projectors, doc cameras, printers, chromebook	TWK8974
CDW GOVERNMENT	99766	09/27/2019	2,714.47	199	E	11	6644	00	874	0	11	0	00	projectors, doc cameras, printers, chromebook	TVF412
CENTER FOR CIVIC EDU	99767	09/27/2019	472.17	199	E	11	6399	00	042	0	11	0	00	American Legacy Booklets	256036
CHICK-FIL-A GARTH RD	99768	09/27/2019	246.78	199	E	36	6412	68	042	0	91	0	91	PNMS: football meals 9/10/19	8456970
CHICK-FIL-A GARTH RD	99768	09/27/2019	292.48	199	E	36	6412	68	042	0	91	0	91	PNMS: football meals 9/10/19	8456985
CHICK-FIL-A MIDCOUNT	99527	09/05/2019	652.50	199	E	36	6412	20	873	0	91	0	91	football meals (pre-game) 8/30/19	185
CHICK-FIL-A MIDCOUNT	99575	09/12/2019	2,293.75	199	E	36	6412	52	001	0	99	0	00	BAND TRAVEL	184
CHICK-FIL-A MIDCOUNT	99605	09/13/2019	652.50	199	E	36	6412	20	873	0	91	0	91	Football: varsity meals 9/6	197
CHICK-FIL-A MIDCOUNT	99769	09/27/2019	384.25	199	E	36	6412	68	041	0	91	0	91	GMS: football meals 9/10	02419010
CHICK-FIL-A MIDCOUNT	99769	09/27/2019	652.50	199	E	36	6412	20	873	0	91	0	91	Football: varsity meals 9/13	024190160
CHRISTUS HOSPITAL ST	99576	09/12/2019	204.00	199	E	13	6399	00	871	0	11	0	00	CPR eCards for August, 2019 Training	8212019
CMS IP TECHNOLOGIES	99547	09/06/2019	14,434.00	199	E	51	6249	11	936	0	99	0	00	VoiceWatch Service Level Agreement, 9/1/19 - 9/1/20	09/01/19-0
COBURN SUPPLY COMPAN	99692	09/20/2019	208.19	199	E	51	6317	17	936	0	99	0	00	TAFT RM # 102-TOILET REPAIRS WC-PLUMBING REPAIRS	52527511
COBURN SUPPLY COMPAN	99770	09/27/2019	127.45	199	E	51	6317	17	936	0	99	0	00	GMS-7TH GRADE HALL TEACHER'S	52570504

VENDOR	CHECK		AMOUNT	ACCOUNT										INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE		NUMBER											
COMPLETE ATHLETE	99771	09/27/2019	697.50	199	E	36	6399	68	042	0	91	0	91	RR REPAIRS PNMS: shirts, jackets, pants, hats, etc	82619-2
CORCORAN, ASHLEY	99732	09/25/2019	224.00	199	E	36	6412	22	873	0	91	0	91	Meals=\$124.00 (14 Students w/1 meal ea, 1 Coach w/1 meal ea), Registration/Entry Fee=\$100.00, Bridge City Volleyball Tournament in Bridge City, TX on 9/28/19	09282019
DAIGREPONT, NANCY	99577	09/12/2019	38.37	199	E	11	6399	00	001	0	11	0	00	REIMBURSE FOR BOOKS	083119
DAVALOS, ELVIRA	99772	09/27/2019	140.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE GMS VOLLEYBALL GAME ON 9/12 and 9/13/19	091319
DAVALOS, ELVIRA	99772	09/27/2019	15.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE GMS VOLLEYBALL GAME ON 9/12 and 9/13/19	091319
DAVALOS, ELVIRA	99772	09/27/2019	210.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE GMS VOLLEYBALL GAME ON 9/12 and 9/13/19	091319
DAVALOS, ELVIRA	99772	09/27/2019	15.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE GMS VOLLEYBALL GAME ON 9/12 and 9/13/19	091319
DAVISS DONUT & DELI	99742	09/26/2019	435.00	199	E	36	6412	20	873	0	91	0	91	Football: Freshman meals 8/29 (G. Ball)	000029
DAWN SIGN PRESS	99743	09/26/2019	2,126.67	410	E	11	6321	00	999	0	11	0	00	Instructional Materials for American Sign Language Class	503135
DECKER EQUIPMENT/SCH	99661	09/19/2019	1,204.28	199	E	11	6399	00	101	0	11	0	00	Classroom furniture	ORDER #291
DEMCO, INC.	99693	09/20/2019	265.66	199	E	12	6329	00	107	0	11	0	00	Library Supplies	6675045
DEPARTMENT OF INFORM	99744	09/26/2019	306.60	199	E	51	6259	11	936	0	99	0	00	Telecommunication Services from 08/01-08/31/19	19081428N
DICKEY'S 1670	99606	09/13/2019	2,385.50	199	E	36	6412	52	001	0	99	0	00	MEALS FOR TRAVEL	10023
DICKEY'S BARBECUE PI	99528	09/05/2019	540.00	199	E	36	6412	20	873	0	91	0	91	football meals 8/30	AJ4ULXJ3WG
DUE, BRICE	99607	09/13/2019	320.00	199	E	52	6219	01	877	0	99	0	00	SRO ON 9/3	090319
DUE, BRICE	99773	09/27/2019	640.00	199	E	52	6219	01	877	0	99	0	00	SRO ON 9/09/19 SRO ON 9/10/19	090919
EARTH NETWORKS, INC.	99548	09/06/2019	595.00	199	E	11	6399	00	001	0	11	0	00	EARTH NETWORK CONTRACT RENEWAL	WBB0038868
EDMENTUM, INC.	99694	09/20/2019	600.00	199	E	11	6399	00	101	0	11	0	00	program licensing	INV124498
EDMENTUM, INC.	99694	09/20/2019	1,120.00	199	E	11	6399	00	871	0	11	0	00	Reading Eggs Program License 2019-2020	INV124344
EDUCOMMERCE	99774	09/27/2019	2,310.00	244	E	11	6399	00	001	0	22	0	00	EDUCOMMERCE STUDENT SEATS & TEACHER GUIDE	1008
EMPOWERING WRITERS,	99696	09/20/2019	753.75	199	E	13	6411	00	871	0	11	0	00	Empowering Writers Workshop for Groves Elementary and	137567

VENDOR	CHECK		AMOUNT	ACCOUNT										INVOICE	
	NUMBER	DATE		NUMBER	DESCRIPTION	NUMBER									
EMPOWERING WRITERS,	99696	09/20/2019	1,115.40	199	E	13	6411	00	871	0	11	0	00	Port Neches Elementary Teachers - 10/2/2019	137568
EMPOWERING WRITERS,	99696	09/20/2019	836.55	199	E	13	6411	00	871	0	11	0	00	Empowering Writers Workshop for Groves Elementary and Port Neches Elementary Teachers - 10/1/2019	137569
EMPOWERING WRITERS,	99696	09/20/2019	753.75	199	E	13	6411	00	871	0	11	0	00	Empowering Writers Workshop for Port Neches Elementary Teachers - 10/1/2019	137570
EMPOWERING WRITERS,	99696	09/20/2019	278.85	199	E	13	6411	00	871	0	11	0	00	Empowering Writers Workshop for Groves and Port Neches Elementary Teachers - 10/2/2019	137571
ENTERGY	99578	09/12/2019	19.93	199	E	51	6259	12	936	0	99	0	00	Empowering Writers Workshop for Groves Elementary Teacher - 10/1/2019	1800045862
ENTERGY	99662	09/19/2019	685.48	199	E	51	6259	12	936	0	99	0	00	Electrical service for PNGISD Account Number 137557443 from 08/02/19-09/04/19	4900025736
ENTERGY	99662	09/19/2019	84,440.16	199	E	51	6259	12	936	0	99	0	00	Electrical service for PNGISD Account Number 141937649 from 08/09/19-09/11/19	1001344262
ENTERPRISE FM TRUST	99608	09/13/2019	6,838.82	199	E	51	6269	00	936	0	99	0	00	Electrical service for PNGISD Account Number 133941377 from 08/02/19-09/04/19 Collective Bill	FBN3782285
ENTERPRISE FM TRUST	99608	09/13/2019	2,433.19	199	E	34	6269	00	937	0	99	0	00	LEASE VEHICLES FOR 09/01-09/30/19 - Consolidated Invoice	FBN3782285
ENTERPRISE FM TRUST	99608	09/13/2019	896.86	199	E	53	6269	00	874	0	99	0	00	LEASE VEHICLES FOR 09/01-09/30/19 - Consolidated Invoice	FBN3782285
ESCAMILLA, LAURA	99697	09/20/2019	60.00	199	E	13	6411	00	042	0	11	0	00	TMEA registration and membership fee	091119
ESCAMILLA, LAURA	99697	09/20/2019	50.00	199	E	36	6497	52	042	0	99	0	00	TMEA registration and membership fee	091119

VENDOR	CHECK		ACCOUNT										INVOICE	INVOICE		
	NUMBER	DATE	AMOUNT	NUMBER											DESCRIPTION	NUMBER
ETC LITE, LLC	99609	09/13/2019	771.08	199 E 41 6219 00 720 0 99 0 00											CODE DETERMINATION & CONSULTING (MONTHLY RATE)	L10577
EWING, TRACI	99560	09/11/2019	1,160.24	199 E 36 6412 52 001 0 99 0 00											Meals=\$356.00 (7 Students w/4 meals ea, 2 Sponsors w/4 meals ea), Gas/Parking=\$100.00, Hotel=\$704.24 (4 Rooms @ \$175.56 per room, per night, Buffalso HS Teaching Tournament in Buffalo, TX on 9/13-14/19	09132019
FAIRCLOTH, BRANDON	99775	09/27/2019	43.48	199 E 36 6412 20 873 0 91 0 91											reimbursement for gas	091719
FARMER, JESSI	99523	09/04/2019	88.00	199 E 36 6412 30 873 0 91 0 91											Meals=\$88.00 (8 Students w/1 meal ea, 2 Coaches w/1 meal ea) Team Tennis Memorial High School in Beaumont, TX on 9/10/19	09102019
FARRIS, GLENN	99776	09/27/2019	210.00	199 E 36 6499 49 873 0 91 0 91											OFFICIATE GMS VOLLEYBALL GAME ON 9/13	091319
FARRIS, GLENN	99776	09/27/2019	15.00	199 E 36 6499 49 873 0 91 0 91											OFFICIATE GMS VOLLEYBALL GAME ON 9/13	091319
FBS	201900001	09/25/2019	255.77	863 L 00 2159 47 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	891.12	863 L 00 2159 47 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	182.64	863 L 00 2159 47 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	7,294.01	863 L 00 2159 47 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	1,751.09	863 L 00 2159 47 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	1,555.95	863 L 00 2159 45 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	1,468.80	863 L 00 2159 45 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	5,165.10	863 L 00 2159 45 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	874.93	863 L 00 2159 45 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	385.44	863 L 00 2159 45 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	296.48	863 L 00 2159 45 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	1,882.28	863 L 00 2159 41 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	43.33	863 L 00 2159 41 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	51.99	863 L 00 2159 41 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	26.00	863 L 00 2159 41 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	34.67	863 L 00 2159 41 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	17.33	863 L 00 2159 41 000 0 00 0 00											Payroll accrual	20190925AD
FBS	201900001	09/25/2019	34.67	863 L 00 2159 41 000 0 00 0 00											Payroll accrual	20190925AD

VENDOR	CHECK CHECK		AMOUNT	ACCOUNT							INVOICE DESCRIPTION	INVOICE NUMBER			
	NUMBER	DATE		NUMBER											
FBS	201900001	09/25/2019	119.09	863	L	00	2159	41	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	576.16	863	L	00	2159	45	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	912.83	863	L	00	2159	45	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	1,352.05	863	L	00	2159	43	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	952.00	863	L	00	2159	00	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	225.86	863	L	00	2159	40	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	17,468.42	863	L	00	2159	00	000	0	00	0	06	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	4,708.14	863	L	00	2159	40	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	1,120.08	863	L	00	2159	40	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	3,518.68	863	L	00	2159	47	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	7,642.26	863	L	00	2159	47	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	579.12	863	L	00	2159	40	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	5,414.41	863	L	00	2159	44	000	0	00	0	00	Payroll accrual	20190925AD
FBS	201900001	09/25/2019	12,709.62	863	L	00	2159	47	000	0	00	0	00	Payroll accrual	20190925AF
FBS	201900001	09/25/2019	827.22	863	L	00	2159	47	000	0	00	0	00	Payroll accrual	20190925AF
FBS	201900001	09/25/2019	3,320.00	863	L	00	2159	47	000	0	00	0	00	Payroll accrual	20190925AF
FERGUSON, ROXANNE	99663	09/19/2019	28.94	199	E	11	6399	00	699	0	25	0	00	Reimbursement for ESL Summer School Art Project Purchases from Amazon.com	061819
FERRELL, ALEX	99777	09/27/2019	320.00	199	E	52	6219	01	877	0	99	0	00	SRO ON 9/10/19 WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG ON 9/13/19	091019
FERRELL, ALEX	99777	09/27/2019	200.00	199	E	52	6219	02	877	0	99	0	00	SRO ON 9/10/19 WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG ON 9/13/19	091019
FLINN SCIENTIFIC, IN	99778	09/27/2019	37.13	199	E	11	6399	00	001	0	11	0	00	SCIENCE BOOK	2395398
FOLLETT SCHOOL SOLUT	99698	09/20/2019	10,770.30	199	E	11	6399	53	874	0	11	0	00	software renewal	1373003
FOLLETT SCHOOL SOLUT	99779	09/27/2019	2,071.00	199	E	11	6321	00	871	0	11	0	00	Calculus Books for High School	2436158A
FONDREN, MARY ANN	99780	09/27/2019	61.00	199	E	51	6498	33	937	0	99	0	00	REIMBURSEMENT FOR CDL	091619
FORECAST 5 ANALYTICS	99610	09/13/2019	5,150.00	199	E	41	6219	00	750	0	99	0	00	5Sight License Agreement	INV10298
FOURNET, JESSE	99611	09/13/2019	440.00	199	E	52	6219	02	877	0	99	0	00	WORK SECURITY FOR FOOTBALL GAME ON 9/6/19, PNG VS HUNTSVILLE	090619
FOURNET, JESSE	99781	09/27/2019	200.00	199	E	52	6219	02	877	0	99	0	00	WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG ON 9/13/19	091319
FROST INSURANCE AGEN	99612	09/13/2019	57,042.00	753	E	33	6429	00	999	0	99	0	00	RENEWAL OF WC-S Effective 9/1/19	39194

VENDOR	CHECK CHECK		ACCOUNT		INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER	DESCRIPTION	NUMBER
FRUGE, BRITTANY	99518	09/04/2019	356.00	199 E 36 6412 22 873 0 91 0 91	Meals=\$356.00 (40 Students w/1 meal ea, 3 Coaches w/1 meal ea) Volleyball Tournament inn Marvel, TX on 9/6/19	09062019
FRUGE, BRITTANY	99561	09/11/2019	356.00	199 E 36 6412 22 873 0 91 0 91	Meals=\$356.00 (40 Students w/1 meal ea, 3 Sponsors w/1 meal ea), Cleveland Volleyball Tournament in Cleveland, TX on 9/17/19	09172019
FRUGE, BRITTANY	99562	09/11/2019	356.00	199 E 36 6412 22 873 0 91 0 91	Meals=\$356.00 (40 Students w/1 meal ea, 3 Sponsors w/1 meal ea), Dayton Volleyball Tournament in Dayton, TX on 9/20/19	09202019
FRUGE, BRITTANY	99733	09/25/2019	356.00	199 E 36 6412 22 873 0 91 0 91	Meals=\$356.00 (40 Students w/1 meal ea, 3 Coaches w/1 meal ea), Barbers Hill Tournament in Mont Belvieu, TX on 10/1/19	10012019
FUNCTION4, LLC	99549	09/06/2019	637.77	199 E 11 6399 00 001 0 11 0 00	RISO CONTRACT RENEWAL	INV722489
GAY, TARA	99563	09/11/2019	464.00	199 E 36 6412 22 873 0 91 0 91	Meals=\$264.00 (15 Students w/2 meals ea, 1 Coach w/2 meals), Entry Fee=\$200.00, Nederland Volleyball Tournament in Nederland, TX on 9/13-15/19	09132019
GENERATION GENIUS, I	99613	09/13/2019	795.00	199 E 11 6399 00 042 0 11 0 00	School license for subscription	GG009557
GENWORTH LIFE INSURA	31836	09/25/2019	38.19	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20190925AD
GONZALEZ OFFICE PROD	99699	09/20/2019	436.33	199 E 11 6399 00 102 0 11 0 00	OFFICE SUPPLIES	WO-2010163
GONZALEZ OFFICE PROD	99699	09/20/2019	140.51	199 E 11 6399 00 102 0 11 0 00	CHAMPAGNE SUPPLIES	WO-2010199
GONZALEZ OFFICE PROD	99699	09/20/2019	302.97	199 E 11 6399 00 104 0 11 0 00	Office Supplies	OE-1005414
GOODWIN, MARK	99529	09/05/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 8/26/19 SRO AT GMS ON 8/28/19	082619
GOODWIN, MARK	99529	09/05/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 8/26/19 SRO AT GMS ON 8/28/19	082619
GOODWIN, MARK	99614	09/13/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 9/4	090419
GOODWIN, MARK	99782	09/27/2019	200.00	199 E 52 6219 02 877 0 99 0 00	WORK SECURITY FOR FOOTBALL	091319

VENDOR	CHECK		AMOUNT	ACCOUNT											INVOICE	
	NUMBER	DATE		NUMBER	DESCRIPTION	NUMBER										
HARGRAVES, KAYLA	99617	09/13/2019	50.00	199	E	36	6495	64	042	0	99	0	00	membership dues	59191	
HARRELL, AARON	99531	09/05/2019	320.00	199	E	52	6219	01	877	0	99	0	00	SRO ON 8/28/19	082819	
HARRELL, AARON	99618	09/13/2019	240.00	199	E	52	6219	01	877	0	99	0	00	SRO ON 9/6	090619	
HARRELL, AARON	99784	09/27/2019	320.00	199	E	52	6219	01	877	0	99	0	00	SRO ON 9/16/19	091619	
HERNANDEZ OFFICE SOL	99581	09/12/2019	1,622.50	199	E	11	6399	00	105	0	11	0	00	COPY PAPER TO BEGIN YEAR	189887-0	
HERNANDEZ OFFICE SOL	99581	09/12/2019	803.28	199	E	11	6399	00	105	0	11	0	00	Copy Paper	189493-0	
HERNANDEZ OFFICE SOL	99581	09/12/2019	-616.90	199	E	11	6399	00	105	0	11	0	00	Copy Paper	C189493-0	
HERNANDEZ OFFICE SOL	99620	09/13/2019	1,601.70	199	E	11	6399	00	001	0	11	0	00	SUPPLIES FOR CLOSET	191871-0	
HERNANDEZ OFFICE SOL	99620	09/13/2019	1,722.33	199	E	11	6269	00	001	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199	E	11	6269	00	002	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	765.48	199	E	11	6269	00	041	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	765.48	199	E	11	6269	00	042	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	382.74	199	E	11	6269	00	101	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	382.74	199	E	11	6269	00	102	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	382.74	199	E	11	6269	00	103	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	382.74	199	E	11	6269	00	104	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	382.74	199	E	11	6269	00	105	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	382.74	199	E	11	6269	00	107	0	11	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	7.77	240	E	35	6269	00	938	0	99	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	7.77	199	E	36	6269	00	873	0	91	0	91	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	16.92	199	E	41	6269	00	750	0	99	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199	E	23	6269	00	041	0	99	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199	E	23	6269	00	042	0	99	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199	E	23	6269	00	101	0	99	0	00	CONTRACT BASE RATE CHARGE FOR 09/01-9/30/19	116113	

VENDOR	CHECK		AMOUNT	ACCOUNT		INVOICE		INVOICE NUMBER
	NUMBER	DATE		NUMBER		DESCRIPTION		
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199 E 23 6269 00 102 0 99 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199 E 23 6269 00 103 0 99 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199 E 23 6269 00 104 0 99 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199 E 23 6269 00 105 0 99 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199 E 23 6269 00 107 0 99 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199 E 13 6269 00 001 0 11 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99620	09/13/2019	34.92	199 E 31 6269 00 001 0 99 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99620	09/13/2019	16.92	199 E 23 6269 00 001 0 99 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99620	09/13/2019	16.77	199 E 13 6269 00 872 0 23 0 00		09/01-9/30/19		
						CONTRACT BASE RATE CHARGE FOR		116113
HERNANDEZ OFFICE SOL	99706	09/20/2019	1,156.59	199 E 11 6399 00 101 0 11 0 00		classroom/workroom supplies		192010-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	899.04	199 E 33 6399 00 001 0 99 0 00		NURSE SUPPLIES		192036-1
HERNANDEZ OFFICE SOL	99706	09/20/2019	1,750.00	199 E 23 6399 00 041 0 99 0 00		Chairs for conference room		192103-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	77.24	199 E 33 6399 00 001 0 99 0 00		NURSE SUPPLIES		192036-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	1,715.46	199 E 11 6399 00 001 0 11 0 00		SUPPLIES FOR CLOSET		191871-1
HERNANDEZ OFFICE SOL	99706	09/20/2019	94.11	199 E 23 6399 00 001 0 99 0 00		SUPPLIES FOR DIAGNOSTICIANS		192273-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	8.48	199 E 11 6399 00 001 0 11 0 00		SUPPLIES FOR CLOSET		191871-3
HERNANDEZ OFFICE SOL	99706	09/20/2019	157.45	199 E 11 6399 00 107 0 11 0 00		Office - Laminating, colored file folders, velcro, hp ink 63		192254-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	285.35	199 E 11 6399 00 107 0 11 0 00		Office - Laminating, colored file folders, velcro, hp ink 63		192254-1
HERNANDEZ OFFICE SOL	99706	09/20/2019	811.25	199 E 11 6399 00 102 0 11 0 00		PAPER		192263-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	1,513.81	199 E 11 6395 53 103 0 11 0 00		CAMPUS INK		192233-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	605.15	199 E 11 6395 53 103 0 11 0 00		CAMPUS INK		192233-1
HERNANDEZ OFFICE SOL	99706	09/20/2019	247.52	199 E 36 6499 49 873 0 91 0 91		Spacious Size Cash Box, 9-Compartment Tray, 2 Keys, Black w/Silver Handle for Stadium		192239-0

VENDOR	CHECK		AMOUNT	ACCOUNT										INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE		NUMBER											
HERNANDEZ OFFICE SOL	99706	09/20/2019	2,218.94	199	E	11	6399	00	103	0	11	0	00	MISC CAMPUS AND OFFICE SUPPLIES	191713-1
HERNANDEZ OFFICE SOL	99706	09/20/2019	284.62	199	E	23	6399	00	103	0	99	0	00	MISC CAMPUS AND OFFICE SUPPLIES	191713-1
HERNANDEZ OFFICE SOL	99706	09/20/2019	1,567.71	199	E	11	6399	00	103	0	11	0	00	MISC CAMPUS AND OFFICE SUPPLIES	191713-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	201.09	199	E	23	6399	00	103	0	99	0	00	MISC CAMPUS AND OFFICE SUPPLIES	191713-0
HERNANDEZ OFFICE SOL	99706	09/20/2019	46.80	240	E	35	6399	00	938	0	99	0	00	office supplies for cafeterias	192284-1
HERNANDEZ OFFICE SOL	99706	09/20/2019	81.21	240	E	35	6399	00	938	0	99	0	00	office supplies for cafeterias	192284-0
HILTON, KEVIN	99621	09/13/2019	3.64	199	E	34	6315	00	937	0	99	0	00	Orifice tube-bus fleet-reimburse Kevin Hilton	090519
HOLLAND, CURTIS	99665	09/19/2019	140.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE VOLLEYBALL GAME VS CENTRAL ON 8/29/19	082919
HOLLAND, CURTIS	99665	09/19/2019	15.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE VOLLEYBALL GAME VS CENTRAL ON 8/29/19	082919
HOUGHTON MIFFLIN HAR	99707	09/20/2019	8,150.00	410	E	11	6321	00	999	0	11	0	00	Additional Elementary Student Materials for HMH ELAR Adoption	954561461
HOUSTON FOOD BANK	99785	09/27/2019	56.04	240	E	35	6341	24	001	0	99	0	00	Regular Delivery National School Lunch Program-September 6, 2019- all cafeterias	091719
HOUSTON FOOD BANK	99785	09/27/2019	56.04	240	E	35	6341	24	041	0	99	0	00	Regular Delivery National School Lunch Program-September 6, 2019- all cafeterias	091719
HOUSTON FOOD BANK	99785	09/27/2019	68.70	240	E	35	6341	24	042	0	99	0	00	Regular Delivery National School Lunch Program-September 6, 2019- all cafeterias	091719
HOUSTON FOOD BANK	99785	09/27/2019	101.89	240	E	35	6341	24	101	0	99	0	00	Regular Delivery National School Lunch Program-September 6, 2019- all cafeterias	091719
HOUSTON FOOD BANK	99785	09/27/2019	76.67	240	E	35	6341	24	102	0	99	0	00	Regular Delivery National School Lunch Program-	091719

VENDOR	CHECK		AMOUNT	ACCOUNT		INVOICE	INVOICE
	NUMBER	DATE		NUMBER			
HOUSTON FOOD BANK	99785	09/27/2019	89.40	240 E 35 6341 24 103 0 99 0 00		September 6, 2019- all cafeterias	091719
HOUSTON FOOD BANK	99785	09/27/2019	76.67	240 E 35 6341 24 104 0 99 0 00		Regular Delivery National School Lunch Program- September 6, 2019- all cafeterias	091719
HOUSTON FOOD BANK	99785	09/27/2019	76.67	240 E 35 6341 24 105 0 99 0 00		Regular Delivery National School Lunch Program- September 6, 2019- all cafeterias	091719
HOUSTON FOOD BANK	99785	09/27/2019	65.05	240 E 35 6341 24 107 0 99 0 00		Regular Delivery National School Lunch Program- September 6, 2019- all cafeterias	091719
HUDL	99550	09/06/2019	3,499.00	199 E 36 6399 20 873 0 91 0 91		Football: Hudl subscription	INV0059939
HUNTON DISTRIBUTION	99532	09/05/2019	-30.00	199 E 51 6317 16 936 0 99 0 00		HS FIELD HOUSE-A/C REPAIRS	RMO45694
HUNTON DISTRIBUTION	99532	09/05/2019	613.83	199 E 51 6317 16 936 0 99 0 00		HS FIELD HOUSE-A/C REPAIRS	IN452585
IEC SIMULATIONS, INC	99708	09/20/2019	400.00	244 E 11 6399 00 001 0 22 0 00		Annual subscription service for CTE skills online video	1096
IFRIT TECHNOLOGIES L	99786	09/27/2019	165.00	199 E 36 6497 52 001 0 99 0 00		LICENSE	2019-2020
INTERNAL REVENUE	0	09/26/2019	38,538.29	863 L 00 2152 00 000 0 00 0 00		Payroll accrual	20190925AD
INTERNAL REVENUE	0	09/26/2019	219,399.18	863 L 00 2151 00 000 0 00 0 00		Payroll accrual	20190925AD
INTERNAL REVENUE	0	09/26/2019	9,131.49	863 L 00 2151 00 000 0 00 0 00		Payroll accrual	20190925AD
INTERNAL REVENUE	0	09/26/2019	38,538.29	863 L 00 2152 00 000 0 00 0 00		Payroll accrual	20190925AF
INTERNAL REVENUE	0	09/27/2019	181.32	863 L 00 2152 00 000 0 00 0 00		Payroll accrual	20190926AD
INTERNAL REVENUE	0	09/27/2019	1,632.61	863 L 00 2151 00 000 0 00 0 00		Payroll accrual	20190926AD
INTERNAL REVENUE	0	09/27/2019	181.32	863 L 00 2152 00 000 0 00 0 00		Payroll accrual	20190926AF
ISI COMMERCIAL REFRI	99745	09/26/2019	53.00	199 E 11 6249 00 870 0 22 0 00		INSPECT ICE MACHINE IN AC SHOP AT HIGH SCHOOL	0413878
ISI COMMERCIAL REFRI	99745	09/26/2019	568.50	199 E 11 6249 00 870 0 22 0 00		INSPECT ICE MACHINE IN AC SHOP AT HIGH SCHOOL	0418231
ISI COMMERCIAL REFRI	99745	09/26/2019	-185.50	199 E 11 6249 00 870 0 22 0 00		INSPECT ICE MACHINE IN AC SHOP AT HIGH SCHOOL	C016998
ISTATION	99709	09/20/2019	30,759.00	199 E 11 6399 00 871 0 11 0 00		Istation Renewal for 2019-2020	SIN014951

VENDOR	CHECK CHECK		ACCOUNT				INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER			DESCRIPTION	NUMBER
IVY, AARON	99787	09/27/2019	320.00	199 E 52 6219 01 877 0 99 0 00			SRO ON 9/18/19	091819
IXL LEARNING, INC.	99551	09/06/2019	7,425.00	199 E 11 6399 00 041 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	9,063.00	199 E 11 6399 00 042 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	1,650.00	199 E 11 6399 00 102 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	275.00	199 E 11 6399 00 103 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	2,400.00	199 E 11 6399 00 104 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	550.00	199 E 11 6399 00 105 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	1,925.00	199 E 11 6399 00 107 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	438.00	199 E 11 6399 00 872 0 23 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	9,100.00	199 E 11 6399 00 871 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	875.00	199 E 11 6399 00 871 0 25 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99551	09/06/2019	863.00	199 E 11 6321 60 001 0 11 0 00			IXL District Purchase for 2019-2020	S353935
IXL LEARNING, INC.	99788	09/27/2019	1,013.00	199 E 11 6399 00 042 0 11 0 00			Science for 8th grade	S357473
J K CHEVROLET	99582	09/12/2019	-80.00	199 E 34 6315 00 937 0 23 0 00			Parts for bus #59	CM570358
J K CHEVROLET	99582	09/12/2019	767.86	199 E 34 6315 00 937 0 23 0 00			Parts for bus #59	570358
J K CHEVROLET	99710	09/20/2019	-457.53	199 E 34 6315 00 937 0 23 0 00			Brakes for bus 59	CM570603
J K CHEVROLET	99710	09/20/2019	740.93	199 E 34 6315 00 937 0 23 0 00			Brakes for bus 59	570603
JASON'S DELI	99552	09/06/2019	141.68	199 E 41 6399 00 720 0 99 0 00			Lunch for interview committee for GMS principal	1908300020
JEFFERSON COUNTY APP	99533	09/05/2019	85,414.04	199 E 99 6213 00 999 0 99 0 99			FOURTH QUARTER PAYMENT ON 2019 ENTITY ALLOCATIONS	4thQTRPAYM
JOHNSON, RACHELL	99789	09/27/2019	105.00	199 E 36 6499 49 873 0 91 0 91			OFFICIATE GMS VOLLEYBALL GAME ON 9/14	091419
JOHNSON, RACHELL	99789	09/27/2019	15.00	199 E 36 6499 49 873 0 91 0 91			OFFICIATE GMS VOLLEYBALL GAME ON 9/14	091419
JUNIOR LIBRARY GUILD	99553	09/06/2019	689.40	199 E 12 6329 00 104 0 11 0 00			Junior Library Guild Monthly delivery of 3 Books plus processing	474627

VENDOR	CHECK CHECK		ACCOUNT		INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER	DESCRIPTION	NUMBER
KARCZEWSKI BRADSHAW	99746	09/26/2019	393.75	199 E 41 6211 09 701 0 99 0 00	Legal Matters - August 2019 Invoice #14497	14497
KISSEL, ALEXANDRA	99564	09/11/2019	464.00	199 E 36 6412 22 873 0 91 0 91	Meals=\$264.00 (15 Students w/2 meals ea, 1 Coach w/2 meals), Entry Fee=\$200.00, Nederland Tournament in Nederland, TX on 9/13-15/19	09132019
KOMMERCIAL KITCHENS	99583	09/12/2019	2,400.00	240 E 35 6342 00 001 0 99 0 00	nonfood delivery all cafeterias, August 2019	0001694
KOMMERCIAL KITCHENS	99583	09/12/2019	1,000.00	240 E 35 6342 00 042 0 99 0 00	nonfood delivery all cafeterias, August 2019	0001694
KOMMERCIAL KITCHENS	99583	09/12/2019	1,000.00	240 E 35 6342 00 101 0 99 0 00	nonfood delivery all cafeterias, August 2019	0001694
KOMMERCIAL KITCHENS	99583	09/12/2019	500.00	240 E 35 6342 00 103 0 99 0 00	nonfood delivery all cafeterias, August 2019	0001694
KOMMERCIAL KITCHENS	99583	09/12/2019	621.52	240 E 35 6342 00 105 0 99 0 00	nonfood delivery all cafeterias, August 2019	0001694
KOMMERCIAL KITCHENS	99583	09/12/2019	753.03	240 E 35 6342 00 107 0 99 0 00	nonfood delivery all cafeterias, August 2019	0001694
KYLER COUNSELING, PL	99711	09/20/2019	280.00	199 E 31 6219 00 002 0 99 0 00	AEC Counseling Services for August	81
KYOCERA DOCUMENT SOL	99623	09/13/2019	1,292.85	199 E 11 6269 00 001 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	71.43	199 E 11 6269 00 002 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	735.72	199 E 11 6269 00 041 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	735.72	199 E 11 6269 00 042 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5	5006917323

VENDOR	CHECK		AMOUNT	ACCOUNT		INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE		NUMBER			
KYOCERA DOCUMENT SOL	99623	09/13/2019	385.71	199 E 11 6269 00 101 0 11 0 00	TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323	
KYOCERA DOCUMENT SOL	99623	09/13/2019	385.71	199 E 11 6269 00 102 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323	
KYOCERA DOCUMENT SOL	99623	09/13/2019	385.71	199 E 11 6269 00 103 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323	
KYOCERA DOCUMENT SOL	99623	09/13/2019	385.71	199 E 11 6269 00 104 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323	
KYOCERA DOCUMENT SOL	99623	09/13/2019	385.71	199 E 11 6269 00 105 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323	
KYOCERA DOCUMENT SOL	99623	09/13/2019	385.71	199 E 11 6269 00 107 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323	
KYOCERA DOCUMENT SOL	99623	09/13/2019	71.43	199 E 51 6269 00 936 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323	
KYOCERA DOCUMENT SOL	99623	09/13/2019	85.72	240 E 35 6269 00 938 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6	5006917323	

VENDOR	CHECK		AMOUNT	ACCOUNT		INVOICE	INVOICE
	NUMBER	DATE		NUMBER			
KYOCERA DOCUMENT SOL	99623	09/13/2019	85.72	199 E 41 6269 00 701 0 99 0 00		TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	
KYOCERA DOCUMENT SOL	99623	09/13/2019	164.28	199 E 13 6269 00 871 0 11 0 00		16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	64.28	199 E 36 6269 00 873 0 91 0 91		16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	107.15	199 E 41 6269 00 720 0 99 0 00		16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	214.28	199 E 41 6269 00 750 0 99 0 00		16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 23 6269 00 041 0 99 0 00		16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 23 6269 00 042 0 99 0 00		16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 23 6269 00 101 0 99 0 00		16 TASKalfa 5002i B/W copiers	5006917323

VENDOR	CHECK		AMOUNT	ACCOUNT		INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE		NUMBER			
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 23 6269 00 102 0 99 0 00		22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 23 6269 00 103 0 99 0 00		22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 23 6269 00 104 0 99 0 00		22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 23 6269 00 105 0 99 0 00		22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 23 6269 00 107 0 99 0 00		22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	71.43	199 E 13 6269 00 001 0 11 0 00		22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	71.43	199 E 31 6269 00 001 0 99 0 00		22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323

VENDOR	CHECK		AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE				
KYOCERA DOCUMENT SOL	99623	09/13/2019	78.58	199 E 34 6269 00 937 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	142.85	199 E 23 6269 00 001 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	121.43	199 E 13 6269 00 872 0 23 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
KYOCERA DOCUMENT SOL	99623	09/13/2019	85.71	199 E 12 6269 00 041 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-9/1/19-9/30/19	5006917323
LABATT FOOD SERVICE	99584	09/12/2019	18,937.23	240 E 35 6341 00 001 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	2,913.68	240 E 35 6341 00 041 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	8,850.80	240 E 35 6341 00 042 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	5,504.29	240 E 35 6341 00 101 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	3,023.41	240 E 35 6341 00 102 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	2,365.36	240 E 35 6341 00 103 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	3,707.61	240 E 35 6341 00 104 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	2,935.58	240 E 35 6341 00 105 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	2,859.45	240 E 35 6341 00 107 0 99 0 00	August food and non food delivery to all cafeterias	083119
LABATT FOOD SERVICE	99584	09/12/2019	381.68	240 E 35 6342 00 001 0 99 0 00	August food and non food	083119

VENDOR	CHECK		AMOUNT	ACCOUNT		INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE		NUMBER			
LABATT FOOD SERVICE	99584	09/12/2019	700.77	240	E 35 6342 00 042 0 99 0 00	delivery to all cafeterias August food and non food	083119
LABATT FOOD SERVICE	99584	09/12/2019	289.76	240	E 35 6342 00 101 0 99 0 00	delivery to all cafeterias August food and non food	083119
LABATT FOOD SERVICE	99584	09/12/2019	95.15	240	E 35 6342 00 102 0 99 0 00	delivery to all cafeterias August food and non food	083119
LABATT FOOD SERVICE	99584	09/12/2019	208.94	240	E 35 6342 00 103 0 99 0 00	delivery to all cafeterias August food and non food	083119
LABATT FOOD SERVICE	99584	09/12/2019	873.13	240	E 35 6342 00 105 0 99 0 00	delivery to all cafeterias August food and non food	083119
LABATT FOOD SERVICE	99584	09/12/2019	161.54	240	E 35 6342 00 107 0 99 0 00	delivery to all cafeterias August food and non food	083119
LABATT FOOD SERVICE	99584	09/12/2019	309.29	240	E 35 6341 93 938 0 99 0 00	delivery to all cafeterias August food and non food	083119
LABATT FOOD SERVICE	99584	09/12/2019	3,557.66	240	E 35 6341 23 041 0 99 0 00	delivery to all cafeterias August food and non food	083119
LAKESHORE LEARNING M	99585	09/12/2019	99.72	199	E 11 6399 00 104 0 11 0 00	classroom supplies	5471520819
LEANO, MARY	99790	09/27/2019	180.00	199	E 36 6499 49 873 0 91 0 91	OFFICIATE GMS VOLLEYBALL GAME ON 9/13/19	091319
LEANO, MARY	99790	09/27/2019	15.00	199	E 36 6499 49 873 0 91 0 91	OFFICIATE GMS VOLLEYBALL GAME ON 9/13/19	091319
LEBLANC, MATTHEW	99625	09/13/2019	60.00	199	E 36 6411 64 042 0 99 0 00	TMEA membership/convention	090419
LEBLANC, MATTHEW	99625	09/13/2019	50.00	199	E 36 6495 64 042 0 99 0 00	TMEA membership/convention	090419
LEFORT, JAKE	99659	09/18/2019	443.48	199	E 41 6419 00 702 0 99 0 00	Meals=\$92.00, Mileage=\$351.48, TASA/TASB Convention in Dallas, TX on 9/20-22/19	09202019
LEFORT, JAKE	99659	09/30/2019	-443.48	199	E 41 6419 00 702 0 99 0 00	Meals=\$92.00, Mileage=\$351.48, TASA/TASB Convention in Dallas, TX on 9/20-22/19	09202019
LEMOINE, PAUL	99791	09/27/2019	200.00	199	E 52 6219 02 877 0 99 0 00	WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091319
LINA	31837	09/25/2019	13.93	863	L 00 2159 00 000 0 00 0 00	Payroll accrual	20190925AD
LONE STAR DATA SERVI	99554	09/06/2019	2,000.00	240	E 35 6294 00 938 0 99 0 00	skyward to systems design data interface + skyward economic dis PEIMS code transfer and validation	PNG09

VENDOR	CHECK CHECK		ACCOUNT		INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER	DESCRIPTION	NUMBER
LOVEJOY, LAUREN	99735	09/25/2019	224.00	199 E 36 6412 22 873 0 91 0 91	Meals=\$124.00 (14 Students w/1 meal ea & 1 Coach w/1 meal), Registration/Entry Fee=\$100.00, Bridge City Volleyball Tournament in Bridge City, TX on 9/28/19	09282019
LOWE'S	99712	09/20/2019	218.00	199 E 31 6399 00 101 0 99 0 00	school project	20703
LUTCHER THEATER INC	99626	09/13/2019	650.00	199 E 36 6497 52 104 0 99 0 00	Second grade field trip	091119
MAGNOLIA ISD-GOLF	99792	09/27/2019	450.00	199 E 36 6412 31 873 0 91 0 91	Golf: entry fee 3/6-7	092619
MANNING'S OFFICE SOL	99713	09/20/2019	18.51	199 E 11 6399 00 102 0 11 0 00	CHAMPAGNE SUPPLIES	WO-2010199
MARKET BASKET #17	99535	09/05/2019	40.95	199 E 41 6411 00 750 0 99 0 00	Market Basket, flowers for secretary "Beginning of the Year" gifts	1908190002
MARKET BASKET #17	99535	09/05/2019	41.97	199 E 41 6411 00 750 0 99 0 00	Market Basket, flowers for secretary "Beginning of the Year" gifts	1908190014
MARKET BASKET #17	99535	09/05/2019	52.16	240 E 35 6342 00 001 0 99 0 00	Food, nonfood purchases, open purchase order	1908050002
MARKET BASKET #17	99535	09/05/2019	15.99	240 E 35 6342 00 001 0 99 0 00	Food, nonfood purchases, open purchase order	1908020001
MARKET BASKET #17	99535	09/05/2019	169.00	199 E 51 6317 00 936 0 99 0 00	FOOD AND SUPPLIES FOR CUSTODIAL LUNCHEON MEETING ON MONDAY, AUGUST 19, 2019	1908160016
MARKET BASKET #17	99535	09/05/2019	75.70	199 E 51 6317 00 936 0 99 0 00	CUSTODIAL LUNCHEON MEETING AUGUST 19, 2019 DRINKS AND SUPPLIES	1908190006
MARKET BASKET #17	99586	09/12/2019	281.54	199 E 11 6399 00 042 0 23 0 00	start up supplies for Life Skills	1908120017
MARKET BASKET #17	99586	09/12/2019	30.48	199 E 41 6499 00 702 0 99 0 00	Refreshments for Board meeting (August 12, 2019)	7011819109
MARTIN, ADRIANN	99519	09/04/2019	396.00	199 E 36 6412 69 042 0 91 0 91	Meals=\$396.00 (15 Students w/3 meals ea, 1 Coaches w/3 meals ea) Volleyball Tournament at Barbers Hill in Mont Belvieu, TX on 10/4/19 & 10/5/19	10042019
MATERA PAPER COMPANY	99714	09/20/2019	3,225.52	199 E 51 6316 00 001 0 99 0 00	CUSTODIAL SUPPLIES	H458211
MATERA PAPER COMPANY	99714	09/20/2019	62.03	199 E 36 6499 44 873 0 91 0 91	Misc: laundry detergent	H458997
MATERA PAPER COMPANY	99714	09/20/2019	149.88	199 E 11 6399 00 102 0 11 0 00	JANITOR SUPPLIES	H459436

VENDOR	CHECK CHECK		ACCOUNT		INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE	AMOUNT	NUMBER		
MATERA PAPER COMPANY	99714	09/20/2019	588.43	240 E 35 6649 00 938 0 99 0 00	tilt truck cart for cafeteria garbage (High school)	H459305
MENTORING MINDS, LP	99715	09/20/2019	274.45	199 E 11 6399 00 042 0 11 0 00	ELA 6-8	234004
MILLS, DARLENE	99565	09/11/2019	1,319.88	199 E 36 6497 52 870 0 22 0 00	Meals=\$546.00 (2 Students/1 Sponsor), Flight=\$773.88, Washington Leadership Training Institute in Washington, DC on 9/19-25/19	091919
MITCHELLI LLC.	99627	09/13/2019	1,099.00	244 E 11 6399 00 001 0 22 0 00	Prodemand Only School 100 User Sub	RL4264173
MOJICA, RUDY	99628	09/13/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 9/3	090319
MOJICA, RUDY	99793	09/27/2019	1,280.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 9/9/19, 9/13/19, 09/16/19, 09/1719 WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	090918
MOJICA, RUDY	99793	09/27/2019	200.00	199 E 52 6219 02 877 0 99 0 00	SRO ON 9/9/19, 9/13/19, 09/16/19, 09/1719 WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	090918
MONSIGNOR KELLY CATH	99520	09/04/2019	250.00	199 E 36 6412 31 873 0 91 0 91	Entry Fee=\$250.00, Kelly Golf Tournament in Beaumont, TX on 10/28/19	10282019
MURDOCK, MITCHELL	99794	09/27/2019	85.00	199 E 36 6499 49 873 0 91 0 91	ANNOUNCER FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091319
NATIONAL ASSOCIATION	99629	09/13/2019	159.50	199 E 33 6399 00 001 0 99 0 00	NURSE MEMBERSHIP	2-47899
NATIONAL BENEFIT SER	201900002	09/25/2019	18,256.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	268.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	1,945.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	1,550.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	2,255.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	50.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	2,414.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	1,585.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	200.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	500.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	210.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	500.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	250.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD
NATIONAL BENEFIT SER	201900002	09/25/2019	300.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20190925AD

VENDOR	CHECK CHECK		ACCOUNT		INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER	DESCRIPTION	NUMBER
NATIONAL NETWORKS, L	99587	09/12/2019	742.50	199 E 11 6249 00 874 0 11 0 00	phone issues at GMS & PNMS	177687
NATIONAL NETWORKS, L	99587	09/12/2019	594.00	199 E 11 6249 00 874 0 11 0 00	phone issues at GMS & PNMS	178289
NAVARRE III, WILLIAM	99536	09/05/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 8/30/19	083019
NAVARRE III, WILLIAM	99795	09/27/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 9/11/19 WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091119
NAVARRE III, WILLIAM	99795	09/27/2019	200.00	199 E 52 6219 02 877 0 99 0 00	SRO ON 9/11/19 WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091119
NEDERLAND BOYS GOLF	99630	09/13/2019	320.00	199 E 36 6412 31 873 0 91 0 91	Golf: 2 entry fees	091019
NICHOLS, CLINT	99537	09/05/2019	200.00	199 E 52 6219 02 877 0 99 0 00	SECURITY FOR VOLLEYBALL GAME ON 8/27, PNG VS HUFFMAN SECURITY FOR FOOTBALL GAME ON 8/30/19, PNG VS SILSBEE	082719
NICHOLS, CLINT	99537	09/05/2019	360.00	199 E 52 6219 02 877 0 99 0 00	SECURITY FOR VOLLEYBALL GAME ON 8/27, PNG VS HUFFMAN SECURITY FOR FOOTBALL GAME ON 8/30/19, PNG VS SILSBEE	082719
NICHOLS, CLINT	99631	09/13/2019	440.00	199 E 52 6219 02 877 0 99 0 00	WORK SECURITY FOR FOOTBALL GAME ON 9/6/19, PNG VS HUNTSVILLE	090619
NICHOLS, CLINT	99796	09/27/2019	200.00	199 E 52 6219 02 877 0 99 0 00	WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091319
O'REILLY AUTO PARTS	99590	09/12/2019	9.32	199 E 34 6315 00 937 0 23 0 00	Blanket PO	0443-37214
O'REILLY AUTO PARTS	99590	09/12/2019	9.32	199 E 34 6315 00 937 0 99 0 00	Blanket PO	0443-37214
O'REILLY AUTO PARTS	99590	09/12/2019	9.31	199 E 51 6315 00 937 0 99 0 00	Blanket PO	0443-37214
O'REILLY AUTO PARTS	99590	09/12/2019	60.37	199 E 34 6315 00 937 0 23 0 00	Blanket PO	0443-37247
O'REILLY AUTO PARTS	99590	09/12/2019	60.37	199 E 34 6315 00 937 0 99 0 00	Blanket PO	0443-37247
O'REILLY AUTO PARTS	99590	09/12/2019	60.38	199 E 51 6315 00 937 0 99 0 00	Blanket PO	0443-37247
O'REILLY AUTO PARTS	99590	09/12/2019	0.61	199 E 34 6315 00 937 0 23 0 00	Blanket PO	0443-37228
O'REILLY AUTO PARTS	99590	09/12/2019	0.61	199 E 34 6315 00 937 0 99 0 00	Blanket PO	0443-37228
O'REILLY AUTO PARTS	99590	09/12/2019	0.60	199 E 51 6315 00 937 0 99 0 00	Blanket PO	0443-37228
O'REILLY AUTO PARTS	99590	09/12/2019	1.75	199 E 34 6315 00 937 0 23 0 00	Blanket PO	0443-37288
O'REILLY AUTO PARTS	99590	09/12/2019	1.75	199 E 34 6315 00 937 0 99 0 00	Blanket PO	0443-37288
O'REILLY AUTO PARTS	99590	09/12/2019	1.74	199 E 51 6315 00 937 0 99 0 00	Blanket PO	0443-37288
O'REILLY AUTO PARTS	99590	09/12/2019	15.06	199 E 34 6315 00 937 0 23 0 00	Blanket PO	0443-37401
O'REILLY AUTO PARTS	99590	09/12/2019	15.06	199 E 34 6315 00 937 0 99 0 00	Blanket PO	0443-37401
O'REILLY AUTO PARTS	99590	09/12/2019	15.06	199 E 51 6315 00 937 0 99 0 00	Blanket PO	0443-37401
O'REILLY AUTO PARTS	99590	09/12/2019	49.99	199 E 34 6315 00 937 0 23 0 00	Blanket PO	0443-37589

VENDOR	CHECK CHECK		ACCOUNT				INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER			DESCRIPTION	NUMBER
O'REILLY AUTO PARTS	99590	09/12/2019	49.99	199 E 34 6315 00 937 0 99 0 00			Blanket PO	0443-37589
O'REILLY AUTO PARTS	99590	09/12/2019	49.99	199 E 51 6315 00 937 0 99 0 00			Blanket PO	0443-37589
O'REILLY AUTO PARTS	99590	09/12/2019	6.49	199 E 34 6315 00 937 0 23 0 00			Blanket PO	0443-37575
O'REILLY AUTO PARTS	99590	09/12/2019	6.49	199 E 34 6315 00 937 0 99 0 00			Blanket PO	0443-37575
O'REILLY AUTO PARTS	99590	09/12/2019	6.49	199 E 51 6315 00 937 0 99 0 00			Blanket PO	0443-37575
O'REILLY AUTO PARTS	99590	09/12/2019	22.45	199 E 34 6315 00 937 0 23 0 00			Blanket PO	0443-37646
O'REILLY AUTO PARTS	99590	09/12/2019	22.45	199 E 34 6315 00 937 0 99 0 00			Blanket PO	0443-37646
O'REILLY AUTO PARTS	99590	09/12/2019	22.46	199 E 51 6315 00 937 0 99 0 00			Blanket PO	0443-37646
O'REILLY AUTO PARTS	99590	09/12/2019	83.44	199 E 34 6315 00 937 0 23 0 00			Blanket PO	0443-37736
O'REILLY AUTO PARTS	99590	09/12/2019	83.44	199 E 34 6315 00 937 0 99 0 00			Blanket PO	0443-37736
O'REILLY AUTO PARTS	99590	09/12/2019	83.44	199 E 51 6315 00 937 0 99 0 00			Blanket PO	0443-37736
O'REILLY AUTO PARTS	99590	09/12/2019	3.85	199 E 34 6315 00 937 0 23 0 00			Blanket PO	0443-37768
O'REILLY AUTO PARTS	99590	09/12/2019	3.85	199 E 34 6315 00 937 0 99 0 00			Blanket PO	0443-37768
O'REILLY AUTO PARTS	99590	09/12/2019	3.86	199 E 51 6315 00 937 0 99 0 00			Blanket PO	0443-37768
OCCUPATIONAL MEDICAL	99591	09/12/2019	65.00	199 E 34 6219 00 937 0 99 0 00			DOT physical for Chad Luttrull on 8/26/19 & Jayce Sanford on 8/30/19	00033293-0
OCCUPATIONAL MEDICAL	99591	09/12/2019	65.00	199 E 34 6219 00 937 0 99 0 00			DOT physical for Chad Luttrull on 8/26/19 & Jayce Sanford on 8/30/19	00033135-0
PAX SUPPLY	99716	09/20/2019	18.66	199 E 51 6317 16 936 0 99 0 00			PNE RM #508-HVAC REPAIRS	40547
PAYK12 LLC	99797	09/27/2019	207.67	199 E 36 6399 98 873 0 91 0 91			Tickets: blank order cards	25440
PNGISD - VERIZON REI	31830	09/25/2019	1,039.21	863 L 00 2159 48 000 0 00 0 00			Payroll accrual	20190925AD
PORT ARTHUR NEWSMEDI	99538	09/05/2019	575.00	199 E 11 6491 00 870 0 22 0 00			NON DISCRIMINATION STATEMENT FOR PA NEWS	860411
PORT ARTHUR NEWSMEDI	99538	09/05/2019	773.98	199 E 41 6491 00 750 0 99 0 00			Budget/Proposed Tax Rate 2019-Port Arthur News on 08/02/19	863158
PORT NECHES, CITY OF	99667	09/19/2019	625.41	199 E 51 6259 10 936 0 99 0 00			WATER UTILITIES, 07/24/19-09/3/19	07/24-08/2
PORT NECHES, CITY OF	99747	09/26/2019	406.73	199 E 51 6259 10 936 0 99 0 00			WATER UTILITIES, 08/04/19-09/04/19	080419
PORT NECHES, CITY OF	99747	09/26/2019	132,292.87	199 E 52 6219 01 877 0 99 0 00			SRO WAGES JULY 30, 2018 0 AUGUST 31, 2019 SRO EQUIPMENT FOR FY 18-19	SRO FY18-1
PORT NECHES-GROVES I	99539	09/05/2019	3,547.08	199 E 41 6498 00 750 0 99 0 00			PAY OFF NEGATIVE CAFETERIA ACCOUNT BALANCES OF OLD YEAR	083119
POWELL, YOUNGBLOOD &	99668	09/19/2019	2,495.50	199 E 41 6211 09 701 0 99 0 00			legal services for August 2019 (invoice #863) General	863

<u>VENDOR</u>	<u>CHECK NUMBER</u>	<u>CHECK DATE</u>	<u>AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>INVOICE NUMBER</u>
POWELL, YOUNGBLOOD &	99668	09/19/2019	1,142.32	199 E 41 6211 09 701 0 99 0 00	Matters legal services for August 2019 (invoice #862) Special Education	862
PREMIER REWARDS	99632	09/13/2019	600.00	199 E 11 6399 00 103 0 11 0 00	STUDENT INCENTIVES: COINS FOR TREASURE TOWER	8824
RAINES, RAMON	99540	09/05/2019	360.00	199 E 52 6219 02 877 0 99 0 00	SECURITY FOR FOOTBALL GAME ON 8/30/19, PNG VS SILSBEE	083019
RAINES, RAMON	99798	09/27/2019	200.00	199 E 52 6219 02 877 0 99 0 00	WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091319
RAVEY, ELDRIDGE	99799	09/27/2019	85.00	199 E 36 6499 49 873 0 91 0 91	WORK PRESSBOX FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091319
REGION 5 ESC	99541	09/05/2019	150.00	199 E 13 6411 00 101 0 11 0 00	training	072555
REGION 5 ESC	99541	09/05/2019	150.00	199 E 13 6411 00 101 0 11 0 00	training	072554
REGION 5 ESC	99592	09/12/2019	125.00	199 E 11 6321 60 001 0 31 0 00	Region 5 Co-Op, Math workshop A. Ballew/A. Kissel	073445
RESPONSIVE LEARNING,	99555	09/06/2019	10,800.00	199 E 13 6299 00 871 0 11 0 00	T-TESS Cube Library for 9 Campuses Plus Orientation for 35	10977
RESPONSIVE LEARNING,	99555	09/06/2019	857.00	199 E 13 6299 00 871 0 11 0 00	T-TESS Cube Library for 9 Campuses Plus Orientation for 35	10978
REYNOLDS, GUY	99800	09/27/2019	200.00	199 E 52 6219 02 877 0 99 0 00	WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091319
RICHARDSON, BRIAN	99801	09/27/2019	69.95	199 E 36 6399 20 873 0 91 0 91	reimburse for DVD software	091119
RIDDELL/ALL AMERICAN	99802	09/27/2019	375.61	199 E 36 6399 68 042 0 91 0 91	PNMS: helmet decals	951033550
RIDDELL/ALL AMERICAN	99802	09/27/2019	167.15	199 E 36 6399 68 042 0 91 0 91	PNMS: helmet decals	951033551
RIDDELL/ALL AMERICAN	99802	09/27/2019	1,398.70	199 E 36 6249 07 873 0 91 0 91	Equip. Repair: shoulder pads	950983320
RILEY, ROBERT	99542	09/05/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 8/27/19	082719
RILEY, ROBERT	99633	09/13/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 9/4 AND 9/5	090419
RILEY, ROBERT	99633	09/13/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 9/4 AND 9/5	090419
RITTER LUMBER	99669	09/19/2019	41.14	199 E 51 6317 18 936 0 99 0 00	WC-NEW FASCIA FOR PORTABLE BUILDING	1907-90492
RITTER LUMBER	99717	09/20/2019	54.97	199 E 11 6399 00 870 0 22 0 00	Supplies for the CATE Automotive Class (J. Guerrero)	1909-51797
RITTER LUMBER	99717	09/20/2019	358.32	199 E 11 6399 00 870 0 22 0 00	Supplies for the CATE Automotive Class (J. Guerrero)	1909-51787

VENDOR	CHECK CHECK		ACCOUNT										INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER									DESCRIPTION	NUMBER
RIVERSIDE INSIGHTS	99634	09/13/2019	16,625.00	199 E 11 6334 00 871 0 11 0 00									CogAT Online Testing for Grades 3, 5, 7	INV007700
RYAN, SCOTT	99635	09/13/2019	6.98	199 E 23 6411 00 001 0 99 0 00									REIMBURSE FOR TRAVEL	2241
S & S SPRINKLER COMP	99593	09/12/2019	3,787.00	199 E 51 6299 00 936 0 99 0 00									BLANKET ACCOUNT	062862
SABINE NECHES TASCDC	99636	09/13/2019	60.00	199 E 13 6495 00 871 0 11 0 00									Sabine Neches Texas ASCD Dues	091019
SAMARITANS COUNSELIN	99748	09/26/2019	500.00	199 E 13 6411 60 001 0 31 0 00									3 hours Professional Development on Mental Health	PNG HIGH S
SAMUEL FRENCH, INC.	99637	09/13/2019	450.00	199 E 36 6497 52 001 0 99 0 00									PERFORMANCE RIGHTS, MATERIALS	339217
SAMUEL FRENCH, INC.	99718	09/20/2019	50.00	199 E 36 6497 52 001 0 99 0 00									PERFORMANCE RIGHTS, MATERIALS	10424342
SAMUEL FRENCH, INC.	99803	09/27/2019	70.15	199 E 36 6497 52 001 0 99 0 00									SCRIPTS	10415111
SANITARY SUPPLY CO,	99595	09/12/2019	49.54	240 E 35 6342 00 001 0 99 0 00									nonfood deliveries, HS, GMS,RW,VB, August 2019	297014
SANITARY SUPPLY CO,	99595	09/12/2019	55.44	240 E 35 6342 00 001 0 99 0 00									nonfood deliveries, HS, GMS,RW,VB, August 2019	297018
SANITARY SUPPLY CO,	99595	09/12/2019	213.42	240 E 35 6342 00 001 0 99 0 00									nonfood deliveries, HS, GMS,RW,VB, August 2019	297101
SANITARY SUPPLY CO,	99595	09/12/2019	23.52	240 E 35 6342 00 001 0 99 0 00									nonfood deliveries, HS, GMS,RW,VB, August 2019	297379
SANITARY SUPPLY CO,	99595	09/12/2019	230.53	240 E 35 6342 00 001 0 99 0 00									nonfood deliveries, HS, GMS,RW,VB, August 2019	297549
SANITARY SUPPLY CO,	99670	09/19/2019	76.44	240 E 35 6342 00 001 0 99 0 00									high school delivery 8/30, nonfood	297366
SANTA FE VOLLEYBALL	99566	09/11/2019	300.00	199 E 36 6412 22 873 0 91 0 91									Registration/Entry Fee=\$300.00, Varsity Volleyball Tournament in Santa Fe, TX on 8/29-31/19	08282019
SCANTRON CORPORATION	99719	09/20/2019	3,734.41	199 E 11 6399 00 001 0 11 0 00									SCANTRONS	6412860
SCHOLASTIC INC	99638	09/13/2019	681.32	199 E 11 6399 00 042 0 11 0 00									classroom magazines	M6760424 9
SCHOLASTIC INC	99638	09/13/2019	260.98	199 E 11 6399 00 042 0 24 0 00									classroom magazines	M6760424 9
SCHOLASTIC INC	99720	09/20/2019	111.22	199 E 11 6399 00 101 0 11 0 00									Scholastic News & Sciencespin	M6761870
SCHOLASTIC INC	99720	09/20/2019	158.13	199 E 11 6399 00 042 0 25 0 00									Scholastic News	M6706222
SCHOLASTIC INC	99720	09/20/2019	214.80	199 E 11 6399 00 104 0 11 0 00									Scholastic Reader Campus continued	M6786268
SCHOLASTIC INC	99720	09/20/2019	2,949.10	199 E 11 6399 00 104 0 11 0 00									Scholastic Reader - Campus Wide	M6721562
SCHOOL NURSE SUPPLY	99721	09/20/2019	199.48	199 E 33 6399 00 107 0 99 0 00									School Nurse Supply - gloves, band aids, plastic cups, probe covers, benadryl cream, clorox wipes, air fresheners,	0754764-IN

VENDOR	CHECK		AMOUNT	ACCOUNT		INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE		NUMBER			
						ON 9/13/19	
SMITH, HEITH	99543	09/05/2019	320.00	199 E 52 6219 01 877 0 99 0 00		SRO ON 8/29/19	082919
SMITH, HEITH	99809	09/27/2019	640.00	199 E 52 6219 01 877 0 99 0 00		SRO ON 9/13 AND 9/17/19	091319
SOUTHEAST TASBO	99640	09/13/2019	20.00	199 E 41 6411 00 750 0 99 0 00		TASBO Membership Fee for Sheri Drawhorn - Business Manager	091319
SOUTHERN TIRE MART,	99751	09/26/2019	712.00	199 E 34 6315 00 937 0 99 0 00		Regular Bus fleet tires	4580020297
SPECIALIZED ASSESSME	99752	09/26/2019	815.32	199 E 11 6219 21 872 0 23 0 00		Specialized Assessment & Consulting .. Student Psych Assessment ..	105764
SPELLINGCITY.COM, IN	99810	09/27/2019	675.00	199 E 11 6399 00 042 0 11 0 00		Spelling City	1390012
STATE AND FEDERAL ED	99725	09/20/2019	412.00	244 E 13 6219 00 001 0 22 0 00		First Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Preschool	449
STATE AND FEDERAL ED	99725	09/20/2019	3,401.00	211 E 21 6291 00 871 0 24 0 00		First Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Preschool	449
STATE AND FEDERAL ED	99725	09/20/2019	548.00	255 E 21 6291 00 871 0 11 0 00		First Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Preschool	449
STATE AND FEDERAL ED	99725	09/20/2019	261.00	289 E 21 6291 00 871 0 11 0 00		First Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Preschool	449
STATE AND FEDERAL ED	99725	09/20/2019	131.00	263 E 21 6291 00 999 0 25 0 00		First Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE	449

VENDOR	CHECK CHECK		ACCOUNT		INVOICE	INVOICE
	NUMBER	DATE	AMOUNT	NUMBER	DESCRIPTION	NUMBER
STATE AND FEDERAL ED	99725	09/20/2019	85.00	263 E 21 6291 88 999 0 25 0 00	Grant, IDEA B Formula, IDEA B Preschool First Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Preschool	449
STATE AND FEDERAL ED	99725	09/20/2019	4,500.00	224 E 21 6291 00 872 0 23 0 00	First Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Preschool	449
STATE AND FEDERAL ED	99725	09/20/2019	146.00	225 E 21 6291 00 111 0 23 0 00	First Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Preschool	449
SUAREZ, JOANNY	99811	09/27/2019	57.00	199 E 51 6498 33 937 0 99 0 00	REIMBURSEMENT FOR CDL	092319
SWICEGOOD MUSIC COMP	99641	09/13/2019	207.00	199 E 11 6399 00 041 0 11 0 00	Music for Choir classes	M115671
SWICEGOOD MUSIC COMP	99641	09/13/2019	53.00	199 E 11 6399 00 041 0 11 0 00	Music for Band Students	M115504
SWICEGOOD MUSIC COMP	99641	09/13/2019	15.95	199 E 11 6399 00 041 0 11 0 00	Music for Band Students	M115609
SYSTEMS DESIGN	99556	09/06/2019	5,302.65	240 E 35 6294 00 938 0 99 0 00	Maintenance contract 9-1-19 to 8-31-20 Meal software	19-0699
TABOR, AARON	99812	09/27/2019	200.00	199 E 52 6219 02 877 0 99 0 00	WORK SECURITY FOR FOOTBALL GAME TOMBALL VS PNG 9/13/19	091319
TANNER, JOSHUA	99522	09/04/2019	339.00	199 E 36 6412 35 873 0 91 0 91	Meals=\$528 (30 Students w/2 meals ea & 2 Coaches w/2 meals ea), Boys/Girls Entry Fee=\$150, Galveston Beach Run in Galveston, TX on 9/6/19	09062019
TANNER, JOSHUA	99522	09/04/2019	339.00	199 E 36 6412 36 873 0 91 0 91	Meals=\$528 (30 Students w/2 meals ea & 2 Coaches w/2 meals ea), Boys/Girls Entry Fee=\$150, Galveston Beach Run in Galveston, TX on 9/6/19	09062019
TANNER, JOSHUA	99567	09/11/2019	207.00	199 E 36 6412 35 873 0 91 0 91	Meals=\$264.00 (30 Students	09142019

<u>VENDOR</u>	<u>CHECK NUMBER</u>	<u>CHECK DATE</u>	<u>AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>INVOICE NUMBER</u>
TANNER, JOSHUA	99567	09/11/2019	207.00	199 E 36 6412 36 873 0 91 0 91	w/1 meal ea, 2 Coaches w/1 meal ea), Entry Fee=\$150.00, Dayton Cross Country Meet in Dayton, TX on 9/14/19 Meals=\$264.00 (30 Students	09142019
TANNER, JOSHUA	99568	09/11/2019	207.00	199 E 36 6412 35 873 0 91 0 91	w/1 meal ea, 2 Coaches w/1 meal ea), Entry Fee=\$150.00, Dayton Cross Country Meet in Dayton, TX on 9/14/19 Meals=\$264.00 (30 Students	09212019
TANNER, JOSHUA	99568	09/11/2019	207.00	199 E 36 6412 36 873 0 91 0 91	w/1 meal ea, 2 Coaches w/1 meal ea), Entry Fee=\$150.00, Barber's Hill Cross Country Meet in Mont Belvieu, TX on 9/21/19 Meals=\$264.00 (30 Students	09212019
TANNER, JOSHUA	99568	09/30/2019	-207.00	199 E 36 6412 35 873 0 91 0 91	w/1 meal ea, 2 Coaches w/1 meal ea), Entry Fee=\$150.00, Barber's Hill Cross Country Meet in Mont Belvieu, TX on 9/21/19 Meals=\$264.00 (30 Students	09212019
TANNER, JOSHUA	99568	09/30/2019	-207.00	199 E 36 6412 36 873 0 91 0 91	w/1 meal ea, 2 Coaches w/1 meal ea), Entry Fee=\$150.00, Barber's Hill Cross Country Meet in Mont Belvieu, TX on 9/21/19 Meals=\$264.00 (30 Students	09212019
TANNER, JOSHUA	99736	09/25/2019	494.00	199 E 36 6412 36 873 0 91 0 91	w/1 meal ea & 2 Sponsors w/1 meal ea), Registration/Entry Fee=\$230.00, Liberty Meet for Cross Country in Liberty, TX on 9/28/19	09282019

VENDOR	CHECK CHECK		AMOUNT	ACCOUNT										INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE		NUMBER											
TANNER, JOSHUA	99737	09/25/2019	364.00	199	E	36	6412	36	873	0	91	0	91	Meals=\$264.00 (30 Students w/1 meal ea, 2 Coaches w/1 meal ea), Registration/Entry Fee=\$100.00, Huffman Cross Country Meet in Huffman, TX on 10/3/19	10032019
TASB INC	99643	09/13/2019	1,250.00	199	E	41	6495	00	701	0	99	0	00	TASB BoardBook Subscription (9/1/19 - 8/31/20)	567929
TASB INC	99643	09/13/2019	1,025.00	199	E	41	6495	00	701	0	99	0	00	Policy on Line Internet Annual Support/Maintenance Renewal (2019-20)	565556
TASB INC	99643	09/13/2019	1,100.00	199	E	41	6495	00	701	0	99	0	00	TASB Policy Service Membership Renewal (9/1/2019-8/31/2020)	565200
TASB INC	99643	09/13/2019	1,785.00	199	E	41	6219	00	720	0	99	0	00	Annual subscription renewal fee to HR Services	569005
TASB RISK MANAGEMENT	31832	09/25/2019	12,770.00	863	L	00	2159	00	000	0	00	0	00	Payroll accrual	20190925AF
TASSP	99645	09/13/2019	240.00	199	E	23	6495	00	041	0	99	0	00	TASSP Membership Renewal for James Arnett & Greg Sims	46154
TASSP	99645	09/13/2019	240.00	199	E	23	6495	00	041	0	99	0	00	TASSP Membership Renewal for James Arnett & Greg Sims	41607
TASSP	99645	09/13/2019	240.00	199	E	23	6495	00	001	0	99	0	00	TASSP DUES	42670
TASSP	99645	09/13/2019	240.00	199	E	23	6495	00	001	0	99	0	00	TASSP DUES	41488
TASSP	99645	09/13/2019	240.00	199	E	23	6495	00	001	0	99	0	00	TASSP DUES	44583
TASSP	99645	09/13/2019	240.00	199	E	23	6495	00	001	0	99	0	00	TASSP DUES	41882
TASSP	99645	09/13/2019	240.00	199	E	11	6399	60	001	0	11	0	00	Membership renewal	45701
TASSP	99645	09/13/2019	240.00	199	E	23	6495	00	042	0	99	0	00	membership renewals	42170
TASSP	99645	09/13/2019	240.00	199	E	23	6495	00	042	0	99	0	00	membership renewals	44211
TAYLOR, BROOKLYNNE	99813	09/27/2019	210.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE GMS VOLLEYBALL GAME ON 9/13	091319
TAYLOR, BROOKLYNNE	99813	09/27/2019	15.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE GMS VOLLEYBALL GAME ON 9/13	091319
TEACHER RETIREMENT S	0	09/06/2019	16,845.22	863	L	00	2155	00	000	0	00	0	00	Payroll accrual	20190823AD
TEACHER RETIREMENT S	0	09/06/2019	199,551.78	863	L	00	2155	00	000	0	00	0	00	Payroll accrual	20190823AD
TEACHER RETIREMENT S	0	09/06/2019	27,409.00	863	L	00	2159	00	000	0	00	0	10	Payroll accrual	20190823AD
TEACHER RETIREMENT S	0	09/06/2019	20,016.00	863	L	00	2159	00	000	0	00	0	10	Payroll accrual	20190823AD
TEACHER RETIREMENT S	0	09/06/2019	51,776.00	863	L	00	2159	00	000	0	00	0	10	Payroll accrual	20190823AD
TEACHER RETIREMENT S	0	09/06/2019	934.00	863	L	00	2159	00	000	0	00	0	10	Payroll accrual	20190823AD
TEACHER RETIREMENT S	0	09/06/2019	19,436.97	863	L	00	2159	00	000	0	00	0	00	Payroll accrual	20190823AF

VENDOR	CHECK CHECK		AMOUNT	ACCOUNT								INVOICE	INVOICE				
	NUMBER	DATE		NUMBER								DESCRIPTION	NUMBER				
TEACHER RETIREMENT S	0	09/06/2019	179,096.00	863	L	00	2159	00	000	0	00	0	00	0	00	Payroll accrual	20190823AF
TEACHER RETIREMENT S	0	09/06/2019	0.39	863	L	00	2155	00	000	0	00	0	00	0	00	Payroll accrual	20190823BD
TEACHER RETIREMENT S	0	09/06/2019	4.63	863	L	00	2155	00	000	0	00	0	00	0	00	Payroll accrual	20190823BD
TEACHER RETIREMENT S	0	09/06/2019	0.45	863	L	00	2159	00	000	0	00	0	00	0	00	Payroll accrual	20190823BF
TEACHER RETIREMENT S	0	09/06/2019	58,895.47	199	L	00	2155	00	000	0	00	0	00	0	00	TRS matching -- from JE Batch Number ZT190801	201908TRSM
TEACHER RETIREMENT S	0	09/06/2019	4,604.16	211	L	00	2155	00	000	0	00	0	00	0	00	TRS matching -- from JE Batch Number ZT190801	201908TRSM
TEACHER RETIREMENT S	0	09/06/2019	4,507.29	224	L	00	2155	00	000	0	00	0	00	0	00	TRS matching -- from JE Batch Number ZT190801	201908TRSM
TEACHER RETIREMENT S	0	09/06/2019	200.65	225	L	00	2155	00	000	0	00	0	00	0	00	TRS matching -- from JE Batch Number ZT190801	201908TRSM
TEACHER RETIREMENT S	0	09/06/2019	2,973.80	240	L	00	2155	00	000	0	00	0	00	0	00	TRS matching -- from JE Batch Number ZT190801	201908TRSM
TEACHER RETIREMENT S	0	09/06/2019	679.75	255	L	00	2155	00	000	0	00	0	00	0	00	TRS matching -- from JE Batch Number ZT190801	201908TRSM
TEACHER RETIREMENT S	0	09/06/2019	315.21	289	L	00	2155	00	000	0	00	0	00	0	00	TRS matching -- from JE Batch Number ZT190801	201908TRSM
TEPSA	99646	09/13/2019	339.00	199	E	23	6495	00	104	0	99	0	00	0	00	Tepsa Dues	091319
TEPSA	99646	09/13/2019	159.00	199	E	41	6495	00	701	0	99	0	00	0	00	TEPSA Membership 2019-20 (Mike Gonzales)	090119
TEPSA	99814	09/27/2019	6,462.00	199	E	13	6411	00	871	0	11	0	00	0	00	TEPSA Grow Conference Registrations for 18 Administrators	6006
TERRELL, DARREN	99544	09/05/2019	320.00	199	E	52	6219	01	877	0	99	0	00	0	00	SRO ON 8/29/19	082919
TERRELL, DARREN	99647	09/13/2019	280.00	199	E	52	6219	01	877	0	99	0	00	0	00	SRO ON 9/5 AND 9/6	090519
TERRELL, DARREN	99647	09/13/2019	240.00	199	E	52	6219	01	877	0	99	0	00	0	00	SRO ON 9/5 AND 9/6	090519
TERRELL, DARREN	99815	09/27/2019	640.00	199	E	52	6219	01	877	0	99	0	00	0	00	SRO ON 9/11 AND 9/18/19	091119
TEXAS ASSC OF COMMUN	99648	09/13/2019	800.00	199	E	41	6495	00	701	0	99	0	00	0	00	Membership Dues for 2019-20	090119
TEXAS EDUCATIONAL SO	99597	09/12/2019	500.00	199	E	11	6399	60	001	0	31	0	00	0	00	MindPlay 1 day Onsite training Aug. 8th	4479
TEXAS EDUCATIONAL SO	99726	09/20/2019	2,400.00	199	E	11	6395	53	001	0	11	0	00	0	00	MindPlay Student Licenses	4484
TEXAS FIRE AND COMMU	99598	09/12/2019	53.00	199	E	11	6249	00	874	0	11	0	00	0	00	install new bell schedule	250635
TEXAS FIRE AND COMMU	99598	09/12/2019	87.00	199	E	51	6249	00	874	0	99	0	00	0	00	install new bell schedule	250635
TEXAS GAS SERVICE	99599	09/12/2019	768.68	199	E	51	6259	13	936	0	99	0	00	0	00	GAS SERVICE, 07/30/19-08/28/19	07/30-08/2
TEXAS GAS SERVICE	99599	09/12/2019	258.70	199	E	51	6259	13	936	0	99	0	00	0	00	GAS SERVICE, 07/29/19-08/27/19	07/29-08/2
TEXAS GAS SERVICE	99671	09/19/2019	1,896.22	199	E	51	6259	13	936	0	99	0	00	0	00	GAS SERVICE, 08/01/19-09/3/19	08/01-09/0

VENDOR	CHECK CHECK		ACCOUNT		INVOICE DESCRIPTION	INVOICE NUMBER
	NUMBER	DATE	AMOUNT	NUMBER		
TEXAS MUSIC EDUCATOR	99816	09/27/2019	110.00	199 E 11 6399 00 101 0 11 0 00	music teacher membership & convention fees	86551
TEXAS RURAL EDUCATIO	99649	09/13/2019	775.00	199 E 41 6495 00 701 0 99 0 00	2019-20 TREA District Membership	090119
TEXAS STATE BILLING	99600	09/12/2019	4.07	199 E 11 6219 21 872 0 23 0 00	Texas State Billing Services (TSBS) .. Invoice for SHARS billing services .. August 2019 ..	20328
TEXAS STATE LIBRARY	99727	09/20/2019	1,386.72	199 E 13 6299 00 871 0 11 0 00	Texquest Electronic Resources Program for 2019-2020	TQ20448
TEXAS THESPIANS	99650	09/13/2019	620.00	199 E 13 6411 00 001 0 11 0 00	REGISTRATION FEES	ZXN2KC2R7J
THE LEARNING INTERNE	99624	09/13/2019	25,125.00	410 E 11 6321 00 999 0 11 0 00	Technology Applications - Online and Publication Purchase for 2019-2020	Q-07619-1
THE LITTLE SIGN COMP	99728	09/20/2019	260.00	199 E 11 6399 00 107 0 11 0 00	CAR VISOR/BUS TAGS	10009
THE LITTLETON GROUP	99666	09/19/2019	3,064.00	753 E 33 6429 00 999 0 99 0 00	WORKER'S COMP FOR JULY AND AUGUST	082019
THOMAS, JARED	99817	09/27/2019	210.00	199 E 36 6499 49 873 0 91 0 91	OFFICIATE GMS VOLLEYBALL GAME ON 9/13	091319A
THOMAS, JARED	99817	09/27/2019	15.00	199 E 36 6499 49 873 0 91 0 91	OFFICIATE GMS VOLLEYBALL GAME ON 9/13	091319A
TIME WARNER CABLE	99557	09/06/2019	129.98	199 E 51 6259 00 874 0 99 0 00	BUSINESS INTERNET FROM 8/27-9/26/19, 1810 PORT NECHES AVE. (AEC)	0265971082
TIME WARNER CABLE	99651	09/13/2019	77.52	199 E 51 6259 00 874 0 99 0 00	BUSINESS INTERNET FROM 09/05/19-10/04/19, 606 Avenue C, Armory, Port Neches	0287702090
TIME WARNER CABLE	99818	09/27/2019	11.57	199 E 51 6259 00 874 0 99 0 00	BUSINESS INTERNET FROM 09/19-10/18/19, 1606 Park St. ACCT #8260170110005542	0005542091
TMEA REGION 10 JAZZ	99652	09/13/2019	425.00	199 E 36 6412 64 001 0 99 0 00	TMEA ENTRY FEES	090919
TOTAL SPECIAL EDUCAT	99601	09/12/2019	1,000.00	199 E 11 6219 21 872 0 23 0 00	Total Special Education Solutions, LLC .. Psych Eval - 8/13/19 .. Professional Development IEP/Goals Training 8/8/19 ..	1186
TOTAL SPECIAL EDUCAT	99601	09/12/2019	1,000.00	226 E 13 6411 02 872 8 23 0 00	Total Special Education Solutions, LLC .. Psych Eval - 8/13/19 .. Professional	1186

VENDOR	CHECK		AMOUNT	ACCOUNT										INVOICE	
	NUMBER	DATE		NUMBER	DESCRIPTION	NUMBER									
TRI CITY COFFEE SERV	99653	09/13/2019	17.04	199	E	13	6499	00	871	0	11	0	00	Development IEP/Goals Training 8/8/19 ..	172896
TRI CITY COFFEE SERV	99653	09/13/2019	17.04	240	E	35	6399	00	938	0	99	0	00	Tri-City Coffee Purchase Order	172896
TRI CITY COFFEE SERV	99653	09/13/2019	17.04	199	E	53	6499	00	874	0	99	0	00	Tri-City Coffee Purchase Order	172896
TRI CITY COFFEE SERV	99653	09/13/2019	17.03	199	E	13	6399	00	872	0	23	0	00	Tri-City Coffee Purchase Order	172896
TRI CITY COFFEE SERV	99729	09/20/2019	69.40	199	E	51	6317	00	936	0	99	0	00	MD-BREAKROOM SUPPLIES	172821
TRI COUNTY MIDDLE SC	99558	09/06/2019	450.00	199	E	36	6497	52	042	0	99	0	00	UIL Middle School Due	090119
TRI COUNTY MIDDLE SC	99558	09/06/2019	450.00	199	E	36	6495	52	041	0	99	0	00	2019-2020 UIL Middle School Dues	090119GMS
TRIANGLE METALS, INC	99819	09/27/2019	424.00	199	E	51	6317	00	936	0	99	0	00	RW-BUILDING HANDICAP RAMP MD-STOCK PARTS	1935913-IN
TRONITECH DOCUMENT M	99672	09/19/2019	216.89	199	E	41	6299	28	720	0	99	0	00	Six (6) months for old personnel records storage	8378
TSPRA TEXAS SCHOOL P	99820	09/27/2019	175.00	199	E	41	6495	00	720	0	99	0	00	Texas School Public Relations Association Dues	MR-2019-17
TSTA	31833	09/25/2019	45.34	863	L	00	2159	00	000	0	00	0	00	Payroll accrual	20190925AD
TX CHILD SUPPORT SDU	0	09/25/2019	1,347.00	863	L	00	2159	00	000	0	00	0	00	Payroll accrual	20190925AD
U-HAUL INTERNATIONAL	99545	09/05/2019	161.63	199	E	36	6412	20	873	0	91	0	91	U-Haul Rentals for August 2019	5424971
U-HAUL INTERNATIONAL	99654	09/13/2019	458.82	199	E	36	6412	20	873	0	91	0	91	Football: 2019 away game truck	5428361
U.S. BANK PARS ACCT	31834	09/25/2019	1,490.99	863	L	00	2159	00	000	0	00	0	08	Payroll accrual	20190925AD
U.S. SCHOOL SUPPLY,	99730	09/20/2019	143.90	199	E	36	6497	52	041	0	99	0	00	Pencils for student birthdays	417537A
UIL MUSIC REGION 10	99655	09/13/2019	400.00	199	E	36	6412	64	001	0	99	0	00	MARCHING CONTEST ENTRY FEE	090119
UNITED REFRIGERATION	99821	09/27/2019	2,919.62	199	E	51	6317	16	936	0	99	0	00	TAFT OFFICE-HVAC REPAIRS	70108627-0
UNITED REFRIGERATION	99821	09/27/2019	2,248.66	199	E	51	6317	16	936	0	99	0	00	TAFT OFFICE-HVAC REPAIRS	70108627-0
UNIVERSITY OF TEXAS	99656	09/13/2019	1,950.00	199	E	41	6495	00	701	0	99	0	00	UIL Membership Fee (2019-20)	090119
UNIVERSITY OF TEXAS	99753	09/26/2019	850.00	199	E	13	6411	60	001	0	31	0	00	On-Ramps Returning Instructor Registration	2019-PLI29
VACUUM CITY & UNIQUE	99731	09/20/2019	114.80	199	E	51	6317	00	936	0	99	0	00	GMS, HS-VACUUM CLEANER PARTS	352595
WALKER, TAMRA	99822	09/27/2019	210.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE GMS VOLLEYBALL GAME ON 9/14/19	091419
WALKER, TAMRA	99822	09/27/2019	15.00	199	E	36	6499	49	873	0	91	0	91	OFFICIATE GMS VOLLEYBALL GAME ON 9/14/19	091419

<u>VENDOR</u>	<u>CHECK</u>	<u>CHECK</u>	<u>AMOUNT</u>	<u>ACCOUNT</u>	<u>INVOICE</u>	<u>INVOICE</u>
	<u>NUMBER</u>	<u>DATE</u>		<u>NUMBER</u>	<u>DESCRIPTION</u>	<u>NUMBER</u>
WEST BROOK GOLF BOOS	99657	09/13/2019	180.00	199 E 36 6412 31 873 0 91 0 91	Golf: entry fee	022020
WOLFE'S TROPHY SHOP	99658	09/13/2019	210.00	199 E 36 6499 39 873 0 91 0 91	PNMS: volleyball tourn. trophies	380221
WUELLER, MELISSA	99823	09/27/2019	29.14	199 E 34 6311 00 937 0 99 0 00	Reimburse Kelley Wueller for gas put in car 38 going to Houston for counselor's workshop on 9/16/19	091619
Totals for checks			2,037,508.17			

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	58,895.47	0.00	814,301.51	873,196.98
211	TITLE I, PART A	4,604.16	0.00	3,401.00	8,005.16
224	IDEA- PART B-FORMULA	4,507.29	0.00	4,500.00	9,007.29
225	IDEA- PART B-PRESCHOOL	200.65	0.00	146.00	346.65
226	IDEA PART B DISCRETIONARY	0.00	0.00	1,000.00	1,000.00
240	CHILD NUTRITION FUND	2,973.80	0.00	85,333.27	88,307.07
244	VOC. ED.-BASIC GRANT	0.00	0.00	4,221.00	4,221.00
255	TITLE II, PART A - TPTR	679.75	0.00	548.00	1,227.75
263	TITLE III, PART A - LEP	0.00	0.00	216.00	216.00
289	TITLE IV, PT. A	315.21	0.00	261.00	576.21
410	STATE INSTRUCTIONAL MATERIALS	0.00	0.00	35,401.67	35,401.67
499	LOCAL GRANTS	0.00	0.00	74.56	74.56
753	WORKER'S COMP. INSURANCE FUND	0.00	0.00	60,106.00	60,106.00
863	PAYROLL CLEARING	955,821.83	0.00	0.00	955,821.83
***	Fund Summary Totals ***	1,027,998.16	0.00	1,009,510.01	2,037,508.17

***** End of report *****

Port Neches-Groves Independent School District

Board Document

MEETING DATE: October 14, 2019

AGENDA ITEM: Consider Approval of Budget Amendment GF-1

This budget amendment adds an additional \$165,000 to expenditures as follows:

- \$18,000 added for U.I.L stipends missed in budget
- \$47,000 added for revised coaching stipends
- \$50,000 added for new HB3 training requirements
- \$50,000 added for instructional supplies for new program funding, largely for Early Education, Dyslexia, Compensatory Ed, and CCMR (Career, College, and Military Readiness Plans

Recommendation: It is recommended that the Board of Trustees of the Port Neches-Groves Independent School District approve Fiscal Year 19-20 Budget amendment.

Resource Personnel: Sheri Drawhorn, Business Manager

2019-2020 BUDGET AMENDMENT NUMBER GF-1

14-Oct-19

<u>Revenue</u>		<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
	Total Revenue		<u>0</u>	
 <u>Expenditures</u>				
U.I.L. Stipends	199-36-6119-03-xxx-0-99	146,421	18,000	164,421
Coaching Stipends	199-36-6119-01-102-0-91-0-91	370,786	47,000	417,786
Staff Development	199-13-6411-00-xxx-0-xx	130,400	50,000	180,400
Instructional Supplies	199-11-6399-00-xxx-0-xx	778,764	<u>50,000</u>	828,764
	Total Expenditures		<u>165,000</u>	
 Net (Increase) in the General Fund Budget			 (165,000)	

2019-2020 BUDGET CHANGE

Total Revenues	49,927,006	-	49,927,006
Total Expenditures	<u>48,538,244</u>	<u>165,000</u>	<u>48,703,244</u>
 2019-2020 Adjusted Budget	 1,388,762	 (165,000)	 1,223,762

FUND BALANCE INFORMATION:

Estimated Fund Balance 8/31/19	\$ 25,000,000
19-20 Budget	\$ <u>1,223,762</u>
 Projected Fund Balance 8/31/19	 \$ <u><u>26,223,762</u></u>

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

MEETING DATE: October 14, 2019

AGENDA ITEM: Consider Adoption of Resolution Approving the 2019 Tax Roll

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 \$35,128,876.53 represents 100 percent (100%) collections of the tax roll for maintenance and operations and debt service. The total levy of \$652,037.51 represents 100 percent (100%) collections for the values associated with the HB1200 agreements which are totally applied to the debt service.

Recommendation: It is recommended that the Board of Trustees of the Port Neches-Groves Independent School District adopt the attached resolution approving the 2019 Tax Roll.

Resource Personnel: Sheri Drawhorn, Business Manager

R E S O L U T I O N

BE IT RESOLVED PURSUANT TO THE TEXAS PROPERTY TAX CODE, SECTION 26.09, THAT THE BOARD OF TRUSTEES FOR THE PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT HEREBY APPROVE THE 2019 TAX ROLL

THIS 14th DAY OF October, 2019.

For the Port Neches-Groves ISD

Sworn to and subscribed before me, the undersigned authority, this _____ day of _____, 2019.

Notary Public in and for the State of Texas

ALLISON NATHAN GETZ
TAX ASSESSOR-COLLECTOR



TERRY WUENSCHEL
CHIEF DEPUTY

October 8, 2019

Sheri Drawhorn
Port Neches-Groves I.S.D.
620 Avenue C
Port Neches, TX 77651

Dear Ms. Drawhorn:

Attached is the **2019 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 your 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 cursive script that reads "Allison Nathan Getz".

ALLISON NATHAN GETZ, PCC
Assessor-Collector of Taxes
Jefferson County, Texas

ANG:ce

Attachment

cc: Dr. Mike Gonzales

grandrop.ltr

10/03/2019 07:35 am
 tc502_juris_summary.rep v1.12
 Request Seq.: 3311791

Tax Collection System - JEFFERSON COUNTY
 Certified Roll Jurisdiction Summary
 Processing For Tax Year: 2019 County Code: ALL Tax Unit: ALL

Jurisdiction: 11 PT NECHES-GROVES ISD					
Total Parcels:	13,550	Tax Rate:	1.3427500		
Market Value:	3,701,839,445	State Hom:	25,000	Opt Hom:	0.2000000
		State O65:	10,000	Opt O65:	0
		Disabled:	10,000	Opt Disabled:	0
AG Exclusion Count:	13	AG Exclusion Amt:	1,705,010		
Timber Exclusion Count:	0	Timber Exclusion Amt:	0		
HS Capped Count:	1,197	HS Capped Amt:	5,515,948		
Assessed Value:	3,694,618,487				
Prorated-Exxv Count/Amt:	270	259,422,377	Pro Schools Count/Amt:	2	738,190
100% Exempt Vet Count/Amt:	73	11,478,542	Pollution Control Count/Amt:	40	83,092,940
Pro Charitable Functions Count/Amt:	12	1,530,540	Economic Exemption Count/Amt:	2	237,623,000
Pro Youth Associations Count/Amt:	3	342,760	Hb366 Count/Amt:	25	5,180
Pro Misc Exempts Count/Amt:	3	1,786,360			
State Homestead Count:	6,954	State Homestead Amt:	171,927,192		
Local Homestead Count:	6,858	Local Homestead Amt:	204,246,085		
State Over 65 Count:	2,521	State Over 65 Amt:	24,815,360		
Local Over 65 Count:	0	Local Over 65 Amt:	0		
Surviving Spouse Count:	14	Surviving Spouse Amt:	140,000		
State Disabled Count:	201	State Disabled Amt:	1,990,000		
Local Disabled Count:	0	Local Disabled Amt:	0		
Total VET Count:	169	Total VET Amt:	1,782,748		
*VET Surviving Spouse Count:	10	*VET Surviving Spouse Amt:	109,000		
*included in the Total VET Count/Amt					
Partial Exempt Values:	404,901,385				
Taxable Value:	2,693,697,213				
Total Levy Amt:	35,128,876.53				
Late Rendition Penalty Count:	189	Late Rendition Penalty Amt:	8,532.41		
Frozen Account Count:	2,608				
Frozen Homesite Value:	368,219,453				
Frozen Taxable Value:	199,330,741				
Unfrozen Levy Amt:	2,676,513.32				
Frozen Levy Amt:	1,632,511.99				
Frozen Levy Loss Amt:	1,044,001.33				
Total Non-Exempt Parcel Count:	13,550				

10/03/2019 07:35 am
 tc502_juris_summary.rep v1.12
 Request Seq.: 3311791

Tax Collection System - JEFFERSON COUNTY
 Certified Roll Jurisdiction Summary
 Processing For Tax Year: 2019 County Code: ALL Tax Unit: ALL

Jurisdiction:		12	PT NECHES-GROVES ISD	HB 1200			
Total Parcels:		2			Tax Rate:	0.2744000	
Market Value:		237,623,000			State Hom:	0	Opt Hom:
					State O65:	0	0.0000000
					Disabled:	0	Opt O65:
							0
							Opt Disabled:
							0
AG Exclusion Count:		0			AG Exclusion Amt:	0	
Timber Exclusion Count:		0			Timber Exclusion Amt:	0	
HS Capped Count:		0			HS Capped Amt:	0	
Assessed Value:		237,623,000					
State Homestead Count:		0			State Homestead Amt:	0	
Local Homestead Count:		0			Local Homestead Amt:	0	
State Over 65 Count:		0			State Over 65 Amt:	0	
Local Over 65 Count:		0			Local Over 65 Amt:	0	
Surviving Spouse Count:		0			Surviving Spouse Amt:	0	
State Disabled Count:		0			State Disabled Amt:	0	
Local Disabled Count:		0			Local Disabled Amt:	0	
Total VET Count:		0			Total VET Amt:	0	
Partial Exempt Values:		0					
Taxable Value:		237,623,000					
Total Levy Amt:		652,037.51					
Frozen Account Count:		0					
Frozen Homesite Value:		0					
Frozen Taxable Value:		0					
Unfrozen Levy Amt:		0.00					
Frozen Levy Amt:		0.00					
Frozen Levy Loss Amt:		0.00					
Total Non-Exempt Parcel Count:		2					

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT BOARD DOCUMENT

MEETING DATE: October 14, 2019

AGENDA ITEM: Consider Approval of Student Performance Activities for Attendance Purposes

During the months of November and December, elementary and high school students will participate in fine-arts related field trips by performing in the following productions:

Whimsical Christmas (Mid County Performing Arts Company)
Babes In Toyland (Southeast Texas Ballet Company)
The Nutcracker (Beaumont Civic Ballet)

The 2019-20 Student Attendance Accounting Handbook (pp. 55-56, Section 3.6.3) allows a student to be considered in attendance for FSP purposes if the student:

*is participating in an activity that is approved by your local school board and is under the direction of a professional staff member of your school district or an adjunct staff member. The adjunct staff member must have a minimum of a bachelor's degree **and** be eligible for participation in the Teacher Retirement System of Texas.*

Students participating in any activity that is not approved by your local school board or without certified district personnel supervision must be counted absent. For attendance to qualify for funding purposes, the certified district staff member or adjunct staff member must be accompanying the students as an official of your school district for the specific purpose of supervising the students and must be approved by your school board to supervise the activity. For example, students would be reported present if they are participating in 4H activities that are supervised solely by a county extension service agent who has been approved by the local school board as an adjunct staff member.

The student will be considered “in attendance” for no more than one and one-half (1 ½) days absent due to participation in the above mentioned performances.

RECOMMENDATION: It is recommended that the Board of Trustees approve the performances listed above and authorize the Superintendent to designate a staff member or adjunct staff member to supervise PNGISD students who will be performing.

Resource Personnel: Julie Gauthier, Asst. Supt. for Administrative Services



housed at
2921 Avenue H
Nederland, TX 77627
409.724.6567
www.midcountypac.com

August 21, 2019

Mike Gonzales, Superintendent
Port Neches-Groves Independent School District
620 Avenue C
Port Neches, Texas 77651

Dear Dr. Gonzales,

We would like to request your permission for the Port Neches-Groves students, who are Mid-County Performing Arts members, to participate in "A Whimsical Christmas." The performance is all day on Thursday, December 12, 2019, and one half day on Friday, December 13, 2019. The attached form was submitted and approved the past several years. We would like permission for this form to be used by the company members for the 2019 "A Whimsical Christmas" performance.

Thank you,

Keely Jardell
Director

A handwritten signature in black ink that reads "Keely Jardell".

Attachment (1)



housed at
2921 Avenue H
Nederland, TX 77627
409.724.6567
www.midcountypac.com

MID-COUNTY PERFORMING ARTS COMPANY
PRESENTS
"A WHIMSICAL CHRISTMAS"

TO THE PARENTS OF CHILDREN IN THE PORT NECHES INDEPENDENT SCHOOL DISTRICT whose children are performing in *A Whimsical Christmas* AS MEMBERS/GUEST STARS of the Mid-County Performing Arts Company:

This form must be signed and the entire form turned in to your respective school attendance offices on or before December 6, 2019. Please make sure to pick up your child's assignments prior to December 10th so that no work is missed. Attendance will be taken at the event at 8:00 a.m. and reported to respective schools by Ms. Katy Boudoin. Failure to return the form on or before December 6, 2019, may result in your child not being able to make up his/her assignments. You must also be present at the Nederland Performing Arts Center no later than 8:00 a.m., on December 12th and 13th, 2019.

PERMISSION SLIP

My daughter/son, _____, Grade _____, Teacher _____, has my permission to perform in the school productions for the Mid-County Performing Arts Company of *A Whimsical Christmas* at the Nederland Performing Arts Center in Nederland, Texas, on December 12, 2019, and December 13, 2019.

DATED: _____ PARENT GUARDIAN: _____

TO WHOM IT MAY CONCERN:

The undersigned officer and representative for the Mid-County Performing Arts Company hereby acknowledges that the children listed herein are performers for the company productions of *A Whimsical Christmas* to be held on December 12th and 13th, 2019, in Nederland, Texas, and will be in attendance at the school performances on these dates.

**Port Neches-Groves Independent School District
Official Memorandum**

To: Dr. Gonzales, Superintendent
From: Lacie Stelly, SETBC President
Date: September 28, 2019
Re: October Board Meeting

I am requesting that students who participate in the “Babes in Toyland” school performance on Wednesday, December 4, 2019 not be marked absent from school. This performance is a fine arts performance and is presented to area schools free of charge. Each student will return to campus with a signed permission slip explaining the performance (see attached). Attendance will be called in to each campus the morning of December 4 by a PNG-ISD representative.

Thank you,

**Lacie Stelly
SETBC President
409-728-8992**



To the parents of *Babes in Toyland* cast members,

This form must be signed and the entire form turned into your respective school attendance offices on or before **November 19, 2019**, so that your child will be counted present while performing on **December 4, 2019**. Please make sure to pick up your child's assignments prior to the absence so that work is not missed. Attendance will be taken the morning of the performance and reported to the respective schools. Failure to turn in this form on or before November 16, 2018 may result in your child being marked "absent". You must also be present in the Julie Rogers Theater no later than 8:30 a.m. on the school performance day, and will be finished by approximately 3:00 p.m. that afternoon.

(Keep top portion and turn in the bottom portion to the campus attendance office.)

PERMISSION SLIP

My daughter _____, grade _____,

has my permission to perform in the school productions of the Southeast Texas Ballet Company performances, *Babes in Toyland* at the Julie Rogers Theater in Beaumont, Texas on November 28, 2018. It is my understanding that her performances have been designated as a school activity and she will be counted as present on the attendance rolls.

Dated: _____

Signed (parent/guardian): _____

To Whom It May Concern:

The undersigned officer and representative for the Southeast Texas Ballet Company hereby acknowledges that the student listed herein are performers for the Company productions of *Babes in Toyland* to be held on December 4, 2019 in Beaumont, Texas and will be in attendance at the school performances on that date.

President, Southeast Texas Ballet Company

Beaumont Civic Ballet

3717 Calder
Beaumont, Texas 77707
409-838-4397

September 12, 2019

SUBJECT: School Performances of "The Nutcracker"
Julie Rogers Theatre, Beaumont
December 13, 2019

ATTENTION: Principal

Carter Collins, a sophomore at Port Neches-Groves High School, will be participating in the ballet production of "The Nutcracker" this year. Students from all area schools will attend the ballet as part of an Arts Related Curriculum experience, which the Texas Education Agency avidly supports. Therefore, it is important that the "dancers" not be counted absent for the day that they must be gone from school. In order that this is done as smoothly as possible, we are suggesting the following:

All makeup work is the student's responsibility within the guidelines of the school's policy.

Each parent will be responsible for checking the student in and out of school.

Transportation to and from school will be provided by the parent or an adult designated by the parent.

Since you, as principal, have final authorization in allowing students to participate in these school performances, we are checking with you in advance.

Please contact me immediately if there is any problem with this agreement. If not, the parent will be notified concerning the details.

Thank you,

Ouida Broussard, Administrative Assistant

Port Neches-Groves Independent School District

Board Document

MEETING DATE: October 14, 2019

AGENDA ITEM: Information on Budget Transfers

Budget Transfers within Function Codes are allowed without prior Board approval. Details of these transfers will be reported to the Board of Trustees each month for discussion. This report also includes any budget amendments approved by the Board of Trustees.

Recommendation: Information Only

Resource Personnel: Sheri Drawhorn, Business Manager

ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	SEPTEMBER	2019-20	2019-20	2019-20	2019-20	
						PROGRAM	ORIGINAL	BUDGET	BUDGET	REVIS	
						CODE	BUDGET	AMENDMENT	TRANSFERS	BUDGET	
REVENUES - 199											
GRAND TOTAL ALL REVENUE ADJUSTMENTS									\$0	\$0	
EXPENDITURES - 199											
199 E 11 6112 75 104 0 23 0 00	GENERAL INST		SUBSTITUTES	SUBSTITUTE TE		SP ED	\$3,000	\$0	(\$1,500)	\$1,500	
199 E 11 6112 75 999 0 99 0 99	GENERAL INST		SUBSTITUTES	SUBSTITUTE		UNDISTRIB	\$5,000	\$0	\$77,686	\$82,686	
199 E 11 6118 00 104 0 24 0 00	GENERAL INST		EXTRA DUT P	TE		ACC ED	\$0	\$0	\$1,500	\$1,500	
199 E 11 6119 00 001 0 11 0 00	GENERAL INST		PROFESSIONAL	PNGHS		BASIC	\$4,356,685	\$0	(\$826,511)	\$3,530,174	
199 E 11 6119 00 001 0 21 0 00	GENERAL INST		PROFESSIONAL	PNGHS		G&T	\$0	\$0	\$251,373	\$251,373	
199 E 11 6119 00 001 0 22 0 00	GENERAL INST		PROFESSIONAL	PNGHS		C & T	\$1,051,030	\$0	\$180,954	\$1,231,984	
199 E 11 6119 00 001 0 23 0 00	GENERAL INST		PROFESSIONAL	PNGHS		SP ED	\$418,775	\$0	\$94,971	\$513,746	
199 E 11 6119 00 001 0 24 0 00	GENERAL INST		PROFESSIONAL	PNGHS		ACC ED	\$8,841	\$0	\$87,585	\$96,426	
199 E 11 6119 00 001 0 25 0 00	GENERAL INST		PROFESSIONAL	PNGHS		BILINGUAL	\$2,600	\$0	(\$1,500)	\$1,100	
199 E 11 6119 00 001 0 38 0 00	GENERAL INST		PROFESSIONAL	PNGHS		CCMR	\$0	\$0	\$223,035	\$223,035	
199 E 11 6119 00 002 0 11 0 00	GENERAL INST		PROFESSIONAL	ALTERNATIVE		BASIC	\$0	\$0	\$48,386	\$48,386	
199 E 11 6119 00 002 0 28 0 00	GENERAL INST		PROFESSIONAL	ALTERNATIVE		DISCIPLINA	\$335,812	\$0	(\$48,386)	\$287,426	
199 E 11 6119 00 041 0 11 0 00	GENERAL INST		PROFESSIONAL	GM		BASIC	\$1,933,608	\$0	(\$162,221)	\$1,771,387	
199 E 11 6119 00 041 0 21 0 00	GENERAL INST		PROFESSIONAL	GM		G&T	\$0	\$0	\$118,073	\$118,073	
199 E 11 6119 00 041 0 22 0 00	GENERAL INST		PROFESSIONAL	GM		C & T	\$51,297	\$0	(\$30,902)	\$20,395	
199 E 11 6119 00 041 0 23 0 00	GENERAL INST		PROFESSIONAL	GM		SP ED	\$275,000	\$0	\$1,229	\$276,229	
199 E 11 6119 00 041 0 24 0 00	GENERAL INST		PROFESSIONAL	GM		ACC ED	\$0	\$0	\$49,326	\$49,326	
199 E 11 6119 00 042 0 11 0 00	GENERAL INST		PROFESSIONAL	PNM		BASIC	\$2,002,210	\$0	(\$186,016)	\$1,816,194	
199 E 11 6119 00 042 0 21 0 00	GENERAL INST		PROFESSIONAL	PNM		G&T	\$0	\$0	\$220,460	\$220,460	
199 E 11 6119 00 042 0 22 0 00	GENERAL INST		PROFESSIONAL	PNM		C & T	\$101,388	\$0	(\$11,681)	\$89,707	
199 E 11 6119 00 042 0 23 0 00	GENERAL INST		PROFESSIONAL	PNM		SP ED	\$167,397	\$0	(\$18,932)	\$148,465	
199 E 11 6119 00 042 0 24 0 00	GENERAL INST		PROFESSIONAL	PNM		ACC ED	\$59,205	\$0	\$10,100	\$69,305	
199 E 11 6119 00 042 0 25 0 00	GENERAL INST		PROFESSIONAL	PNM		BILINGUAL	\$550	\$0	\$550	\$1,100	
199 E 11 6119 00 101 0 11 0 00	GENERAL INST		PROFESSIONAL	GE		BASIC	\$689,105	\$0	\$99,784	\$788,889	
199 E 11 6119 00 101 0 21 0 00	GENERAL INST		PROFESSIONAL	GE		G&T	\$0	\$0	\$107,352	\$107,352	
199 E 11 6119 00 101 0 24 0 00	GENERAL INST		PROFESSIONAL	GE		ACC ED	\$509,093	\$0	(\$249,500)	\$259,593	
199 E 11 6119 00 101 0 25 0 00	GENERAL INST		PROFESSIONAL	GE		BILINGUAL	\$550	\$0	\$550	\$1,100	

							SEPTEMBER		2019-20	2019-20	2019-20	2019-20
							PROGRAM	ORIGINAL	BUDGET	BUDGET	BUDGET	REVISED
ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	CODE	BUDGET	AMENDMENT	TRANSFERS	BUDGET		
199 E 11 6119 00 102 0 11 0 00	GENERAL	INST	PROFESSIONAL		PNE	BASIC	\$693,876	\$0	\$193,317	\$887,193		
199 E 11 6119 00 102 0 21 0 00	GENERAL	INST	PROFESSIONAL		PNE	G&T	\$0	\$0	\$77,228	\$77,228		
199 E 11 6119 00 102 0 23 0 00	GENERAL	INST	PROFESSIONAL		PNE	SP ED	\$118,482	\$0	\$16,765	\$135,247		
199 E 11 6119 00 102 0 24 0 00	GENERAL	INST	PROFESSIONAL		PNE	ACC ED	\$460,290	\$0	(\$194,972)	\$265,318		
199 E 11 6119 00 102 0 25 0 00	GENERAL	INST	PROFESSIONAL		PNE	BILINGUAL	\$0	\$0	\$550	\$550		
199 E 11 6119 00 103 0 11 0 00	GENERAL	INST	PROFESSIONAL		RE	BASIC	\$1,135,256	\$0	(\$186,125)	\$949,131		
199 E 11 6119 00 103 0 24 0 00	GENERAL	INST	PROFESSIONAL		RE	ACC ED	\$147,617	\$0	\$63,045	\$210,662		
199 E 11 6119 00 103 0 36 0 00	GENERAL	INST	PROFESSIONAL		RE	Early Educ	\$0	\$0	\$114,446	\$114,446		
199 E 11 6119 00 104 0 11 0 00	GENERAL	INST	PROFESSIONAL		TE	BASIC	\$653,391	\$0	\$272,088	\$925,479		
199 E 11 6119 00 104 0 24 0 00	GENERAL	INST	PROFESSIONAL		TE	ACC ED	\$601,713	\$0	(\$377,345)	\$224,368		
199 E 11 6119 00 104 0 36 0 00	GENERAL	INST	PROFESSIONAL		TE	Early Educ	\$0	\$0	\$98,527	\$98,527		
199 E 11 6119 00 105 0 11 0 00	GENERAL	INST	PROFESSIONAL		VBE	BASIC	\$619,238	\$0	\$308,847	\$928,085		
199 E 11 6119 00 105 0 23 0 00	GENERAL	INST	PROFESSIONAL		VBE	SP ED	\$145,954	\$0	\$25,352	\$171,306		
199 E 11 6119 00 105 0 24 0 00	GENERAL	INST	PROFESSIONAL		VBE	ACC ED	\$605,301	\$0	(\$437,733)	\$167,568		
199 E 11 6119 00 105 0 36 0 00	GENERAL	INST	PROFESSIONAL		VBE	Early Educ	\$0	\$0	\$53,004	\$53,004		
199 E 11 6119 00 107 0 11 0 00	GENERAL	INST	PROFESSIONAL		WE	BASIC	\$590,678	\$0	\$227,439	\$818,117		
199 E 11 6119 00 107 0 24 0 00	GENERAL	INST	PROFESSIONAL		WE	ACC ED	\$391,777	\$0	(\$255,522)	\$136,255		
199 E 11 6119 00 107 0 36 0 00	GENERAL	INST	PROFESSIONAL		WE	Early Educ	\$0	\$0	\$95,548	\$95,548		
199 E 11 6119 00 111 0 33 0 00	GENERAL	INST	PROFESSIONAL		WGEL	PRE-K Spec	\$116,464	\$0	(\$21,231)	\$95,233		
199 E 11 6119 00 871 0 11 0 00	GENERAL	INST	PROFESSIONAL		CURRICULUM	BASIC	\$52,904	\$0	(\$52,904)	\$0		
199 E 11 6119 00 871 0 25 0 00	GENERAL	INST	PROFESSIONAL		CURRICULUM	BILINGUAL	\$3,100	\$0	(\$1,100)	\$2,000		
199 E 11 6119 00 999 0 11 0 00	GENERAL	INST	PROFESSIONAL			BASIC	\$104,234	\$0	(\$104,234)	\$0		
199 E 11 6119 00 999 0 37 0 00	GENERAL	INST	PROFESSIONAL			Dyslexia	\$0	\$0	\$104,234	\$104,234		
199 E 11 6129 00 001 0 23 0 00	GENERAL	INST	CLERICAL/AID		PNGHS	SP ED	\$192,847	\$0	(\$33,787)	\$159,060		
199 E 11 6129 00 042 0 11 0 00	GENERAL	INST	CLERICAL/AID		PNM	BASIC	\$45,566	\$0	\$5,926	\$51,492		
199 E 11 6129 00 042 0 11 0 00	GENERAL	INST	CLERICAL/AID		PNM	SP ED	\$40,936	\$0	(\$5,870)	\$35,066		
199 E 11 6129 00 101 0 11 0 00	GENERAL	INST	CLERICAL/AID		GE	BASIC	\$16,291	\$0	\$500	\$16,791		
199 E 11 6129 00 101 0 23 0 00	GENERAL	INST	CLERICAL/AID		GE	SP ED	\$84,752	\$0	(\$16,830)	\$67,922		
199 E 11 6129 00 102 0 23 0 00	GENERAL	INST	CLERICAL/AID		PNE	SP ED	\$53,852	\$0	\$15,000	\$68,852		
199 E 11 6129 00 103 0 24 0 00	GENERAL	INST	CLERICAL/AID		RE	ACC ED	\$22,162	\$0	(\$22,162)	\$0		
199 E 11 6129 00 103 0 36 0 00	GENERAL	INST	CLERICAL/AID		RE	Early Educ	\$0	\$0	\$22,162	\$22,162		
199 E 11 6129 00 104 0 11 0 00	GENERAL	INST	CLERICAL/AID		TE	BASIC	\$44,707	\$0	(\$21,303)	\$23,404		
199 E 11 6129 00 104 0 36 0 00	GENERAL	INST	CLERICAL/AID		TE	Early Educ	\$0	\$0	\$21,303	\$21,303		
199 E 11 6129 00 107 0 11 0 00	GENERAL	INST	CLERICAL/AID		WE	BASIC	\$36,428	\$0	(\$35,928)	\$500		
199 E 11 6129 00 107 0 23 0 00	GENERAL	INST	CLERICAL/AID		WE	SP ED	\$19,556	\$0	\$16,000	\$35,556		

<u>ACCOUNT NUMBER</u>	<u>FUND</u>	<u>FUNCTION</u>	<u>OBJECT</u>	<u>SUB-OBJECT</u>	<u>SEPTEMBER</u>		<u>2019-20</u>	<u>2019-20</u>	<u>2019-20</u>	<u>2019-20</u>
					<u>ORGANIZATION</u>	<u>PROGRAM</u>	<u>ORIGINAL</u>	<u>BUDGET</u>	<u>BUDGET</u>	<u>REVISED</u>
						<u>CODE</u>	<u>BUDGET</u>	<u>AMENDMENT</u>	<u>TRANSFERS</u>	<u>BUDGET</u>
199 E 11 6219 21 872 0 23 0 00	GENERAL	INST	PROFESSIONAL	CONTRACTS	SPECIAL ED	SP ED	\$495,300	\$0	(\$15,000)	\$480,300
199 E 11 6325 00 041 0 11 0 00	GENERAL	INST	LIBRARY MAT		GM	BASIC	\$6,000	\$0	(\$300)	\$5,700
199 E 11 6325 00 041 0 21 0 00	GENERAL	INST	LIBRARY MAT		GM	G&T	\$0	\$0	\$300	\$300
199 E 11 6325 00 042 0 21 0 00	GENERAL	INST	LIBRARY MAT		PNM	G&T	\$0	\$0	\$700	\$700
199 E 11 6399 00 042 0 11 0 00	GENERAL	INST	GENERAL SUPP		PNM	BASIC	\$42,700	\$0	(\$1,900)	\$40,800
199 E 11 6399 00 042 0 21 0 00	GENERAL	INST	GENERAL SUPP		PNM	G&T	\$0	\$0	\$1,200	\$1,200
199 E 11 6399 00 101 0 11 0 00	GENERAL	INST	GENERAL SUPP		GE	BASIC	\$29,200	\$0	(\$500)	\$28,700
199 E 11 6399 00 101 0 21 0 00	GENERAL	INST	GENERAL SUPP		GE	G&T	\$0	\$0	\$500	\$500
199 E 11 6399 00 104 0 11 0 00	GENERAL	INST	GENERAL SUPP		TE	BASIC	\$27,500	\$0	(\$500)	\$27,000
199 E 11 6399 00 104 0 21 0 00	GENERAL	INST	GENERAL SUPP		TE	G&T	\$0	\$0	\$500	\$500
199 E 11 6399 00 107 0 11 0 00	GENERAL	INST	GENERAL SUPP		WE	BASIC	\$28,560	\$0	(\$400)	\$28,160
199 E 11 6399 00 107 0 21 0 00	GENERAL	INST	GENERAL SUPP		WE	G&T	\$0	\$0	\$400	\$400
199 E 11 6399 00 872 0 23 0 00	GENERAL	INST	GENERAL SUPP		SPECIAL ED	SP ED	\$16,700	\$0	\$15,000	\$31,700
TOTAL INSTRUCTION							<u>\$19,614,478</u>	<u>\$0</u>	<u>\$0</u>	<u>\$19,614,478</u>
TOTAL MEDIA							<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL CURRICULUM							<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL SCHOOL ADMINISTRATION							<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL COUNSELING SERVICES							<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL SOCIAL WORK SERVICES							<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

<u>ACCOUNT NUMBER</u>	<u>FUND</u>	<u>FUNCTION</u>	<u>OBJECT</u>	<u>SUB-OBJECT</u>	SEPTEMBER	<u>PROGRAM</u>	<u>2019-20</u> <u>ORIGINAL</u> <u>BUDGET</u>	<u>2019-20</u> <u>BUDGET</u> <u>AMENDMENT</u>	<u>2019-20</u> <u>BUDGET</u> <u>TRANSFERS</u>	<u>2019-20</u> <u>REVISED</u> <u>BUDGET</u>
					<u>ORGANIZATION</u>					
TOTAL HEALTH SERVICES							<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL TRANSPORTATION							<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
199 E 36 6497 52 104 0 99 0 00	GENERAL	CO-CURR	MISC COST	ACTIVITIES	TE	UNDISTRIB	\$600	\$0	\$500	\$1,100
199 E 36 6497 63 999 0 99 0 99	GENERAL	CO-CURR	MISC COST	CONTINGENCY		UNDISTRIB	\$10,000	\$0	(\$500)	\$9,500
TOTAL ATHLETICS							<u>\$10,600</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,600</u>
199 E 41 6219 14 701 0 99 0 00	GENERAL	GEN ADM	PROFESSIONAL	CONSULTING	SUPT	UNDISTRIB	\$10,800	\$0	\$32,000	\$42,800
199 E 41 6219 16 750 0 99 0 00	GENERAL	GEN ADM	PROFESSIONAL	STUDY	GEN ADMIN	UNDISTRIB	\$42,000	\$0	(\$32,000)	\$10,000
TOTAL ADMINISTRATION							<u>\$52,800</u>	<u>\$0</u>	<u>\$0</u>	<u>\$52,800</u>
199 E 51 6126 98 936 0 99 0 00	GENERAL	MAINT	SUPPORT	REGULAR	MAINT	UNDISTRIB	\$1,050,505	\$0	(\$29,000)	\$1,021,505
199 E 51 6219 21 936 0 99 0 00	GENERAL	MAINT	PROFESSIONAL	GROUNDS	MAINT	UNDISTRIB	\$0	\$0	\$92,000	\$92,000
199 E 51 6299 00 936 0 99 0 00	GENERAL	MAINT	MISC CONT		MAINT	UNDISTRIB	\$271,537	\$0	(\$63,000)	\$208,537
TOTAL MAINTENANCE							<u>\$1,322,042</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,322,042</u>
TOTAL SECURITY							<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
199 E 53 6399 11 874 0 99 0 00	GENERAL	DATA PR	GENERAL SUPP	SKYWARD M	TECHNOLOGY	UNDISTRIB	\$90,500	\$0	\$4,000	\$94,500
199 E 53 6499 00 999 0 99 0 00	GENERAL	DATA PR	MISC			UNDISTRIB	<u>\$10,000</u>	<u>\$0</u>	(\$4,000)	<u>\$6,000</u>
TOTAL DATA PROCESSING							<u>\$100,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$100,500</u>

Port Neches-Groves Independent School District Board Document

MEETING DATE: October 14, 2019

AGENDA ITEM: Report: Budget

The following report is attached:

- Income Summary – General Fund
- Tax Office Report

Recommendation: No Recommendation. Report Only.

Resource Personnel: Sheri Drawhorn, Business Manager

Fn	Obj	2019-20	2019-20	2019-20	Encumbered	Unencumbered
		Original Budget	Revised Budget	FYTD Activity	Amount	Balance - FY A
00	LOCAL REVENUE	30,387,924.00	30,387,924.00	71,619.43	0.00	30,287,339.09
00	STATE REVENUE	19,009,082.00	19,009,082.00	3,591,545.00	0.00	13,222,715.00
00	FEDERAL REVENUE	530,000.00	530,000.00	67.82	0.00	529,932.18
00	.	49,927,006.00	49,927,006.00	3,663,232.25	0.00	44,039,986.27
11	PAYROLL COST	24,934,401.00	24,934,401.00	1,895,502.86	0.00	23,038,898.14
11	CONTRACTED SERVICES	783,012.00	768,012.00	55,579.40	7,498.13	672,333.99
11	SUPPLIES & MATERIALS	906,114.00	921,114.00	126,265.68	152,650.22	615,569.69
11	OTHER OPERATING EXPENSES	19,510.00	19,510.00	0.00	0.00	19,510.00
11	CAPITAL OUTLAY	342,535.00	342,535.00	6,180.23	69,502.98	243,438.80
11	INSTRUCTION	26,985,572.00	26,985,572.00	2,083,528.17	229,651.33	24,589,750.62
12	PAYROLL COST	604,612.00	604,612.00	44,551.28	0.00	560,060.72
12	CONTRACTED SERVICES	2,000.00	2,000.00	85.71	0.00	1,828.58
12	SUPPLIES & MATERIALS	56,100.00	56,100.00	955.06	6,090.55	45,016.33
12	OTHER OPERATING EXPENSES	3,700.00	3,700.00	0.00	0.00	3,700.00
12	INST. RESOURCES & MEDIA SVCS	666,412.00	666,412.00	45,592.05	6,090.55	610,605.63
13	PAYROLL COST	970,570.00	970,570.00	74,095.34	0.00	896,474.66
13	CONTRACTED SERVICES	65,200.00	65,200.00	13,452.55	16,202.00	35,136.62
13	SUPPLIES & MATERIALS	42,000.00	42,000.00	17.03	366.85	41,587.96
13	OTHER OPERATING EXPENSES	148,670.00	148,670.00	11,650.26	8,022.21	126,488.22
13	CURRICULUM DEV. & INST.STF DEV	1,226,440.00	1,226,440.00	99,215.18	24,591.06	1,099,687.46
23	PAYROLL COST	2,378,239.00	2,378,239.00	201,277.66	0.00	2,176,961.34
23	CONTRACTED SERVICES	19,000.00	19,000.00	1,067.77	0.00	16,864.46
23	SUPPLIES & MATERIALS	23,400.00	23,400.00	2,700.77	2,643.39	17,945.86
23	OTHER OPERATING EXPENSES	29,689.00	29,689.00	2,440.58	721.48	26,137.94
23	SCHOOL LEADERSHIP	2,450,328.00	2,450,328.00	207,486.78	3,364.87	2,237,909.60
31	PAYROLL COST	1,645,168.00	1,645,168.00	128,454.72	0.00	1,516,713.28
31	CONTRACTED SERVICES	51,380.00	51,380.00	386.35	0.00	50,887.30
31	SUPPLIES & MATERIALS	7,800.00	7,800.00	218.00	1,111.24	5,468.82
31	OTHER OPERATING EXPENSES	16,187.00	16,187.00	0.00	0.00	14,927.00
31	GUIDANCE & COUNSELING	1,720,535.00	1,720,535.00	129,059.07	1,111.24	1,587,996.40
32	PAYROLL COST	64,705.00	64,705.00	5,064.00	0.00	59,641.00
32	SUPPLIES & MATERIALS	5,000.00	5,000.00	0.00	0.00	5,000.00
32	SOCIAL WORK SERVICES	69,705.00	69,705.00	5,064.00	0.00	64,641.00
33	PAYROLL COST	642,978.00	642,978.00	49,636.11	0.00	593,341.89
33	CONTRACTED SERVICES	2,000.00	2,000.00	0.00	0.00	2,000.00
33	SUPPLIES & MATERIALS	24,305.00	24,305.00	3,016.45	7,396.83	14,371.71
33	OTHER OPERATING EXPENSES	5,445.00	5,445.00	0.00	680.00	4,371.19
33	HEALTH SERVICES	674,728.00	674,728.00	52,652.56	8,076.83	614,084.79
34	PAYROLL COST	1,131,334.00	1,131,334.00	89,702.52	0.00	1,041,631.48
34	CONTRACTED SERVICES	64,850.00	64,850.00	2,511.77	60.00	59,659.65
34	SUPPLIES & MATERIALS	262,500.00	262,500.00	316.18	22,287.39	198,661.38
34	OTHER OPERATING EXPENSES	-200,500.00	-200,500.00	0.00	0.00	-200,500.00
34	CAPITAL OUTLAY	445,000.00	445,000.00	0.00	0.00	445,000.00
34	PUPIL TRANSPORTATION	1,703,184.00	1,703,184.00	92,530.47	22,347.39	1,544,452.51
36	PAYROLL COST	1,076,255.00	1,076,255.00	93,385.32	0.00	982,869.68
36	CONTRACTED SERVICES	63,425.00	63,425.00	1,470.75	6,040.61	55,841.59
36	SUPPLIES & MATERIALS	229,680.00	229,680.00	9,338.41	30,331.12	187,575.44
36	OTHER OPERATING EXPENSES	826,565.00	826,565.00	30,149.10	20,384.50	754,203.38

Fn	Obj	2019-20	2019-20	2019-20	Encumbered	Unencumbered
		Original Budget	Revised Budget	FYTD Activity	Amount	Balance - FY A
36	CAPITAL OUTLAY	265,000.00	265,000.00	0.00	0.00	265,000.00
36	COCURR./EXTRACURR.ACTIVITIES	2,460,925.00	2,460,925.00	134,343.58	56,756.23	2,245,490.09
41	PAYROLL COST	915,253.00	915,253.00	74,710.52	0.00	840,542.48
41	CONTRACTED SERVICES	194,900.00	194,900.00	8,130.15	1,289.64	159,853.17
41	SUPPLIES & MATERIALS	39,000.00	39,000.00	184.04	592.14	37,837.49
41	OTHER OPERATING EXPENSES	167,300.00	167,300.00	7,404.00	254.51	159,041.49
41	GENERAL ADMINISTRATION	1,316,453.00	1,316,453.00	90,428.71	2,136.29	1,197,274.63
51	PAYROLL COST	3,268,624.00	3,239,624.00	240,317.23	0.00	2,999,306.77
51	CONTRACTED SERVICES	2,070,037.00	2,099,037.00	29,497.65	200,480.65	1,812,207.24
51	SUPPLIES & MATERIALS	622,500.00	622,500.00	10,429.24	179,723.05	404,081.39
51	OTHER OPERATING EXPENSES	1,339,000.00	1,339,000.00	118.00	0.00	1,338,882.00
51	CAPITAL OUTLAY	29,000.00	29,000.00	0.00	0.00	16,038.00
51	PLANT MAINTENANCE & OPERATIONS	7,329,161.00	7,329,161.00	280,362.12	380,203.70	6,570,515.40
52	PAYROLL COST	30,558.00	30,558.00	1,375.13	0.00	29,182.87
52	CONTRACTED SERVICES	225,500.00	225,500.00	10,240.00	0.00	210,140.00
52	SUPPLIES & MATERIALS	40,000.00	40,000.00	0.00	12,292.68	27,707.32
52	OTHER OPERATING EXPENSES	15,445.00	15,445.00	0.00	57.54	15,387.46
52	CAPITAL OUTLAY	9,200.00	9,200.00	0.00	9,156.37	43.63
52	SECURITY & MONITORING SERVICES	320,703.00	320,703.00	11,615.13	21,506.59	282,461.28
53	PAYROLL COST	559,548.00	559,548.00	45,999.44	0.00	513,548.56
53	CONTRACTED SERVICES	17,000.00	17,000.00	896.86	3,740.80	12,362.34
53	SUPPLIES & MATERIALS	100,000.00	104,000.00	93,917.00	1,021.31	9,061.69
53	OTHER OPERATING EXPENSES	10,500.00	6,500.00	17.04	232.96	6,250.00
53	CAPITAL OUTLAY	66,050.00	66,050.00	2,764.18	10,610.87	52,674.95
53	DATA PROCESSING SERVICES	753,098.00	753,098.00	143,594.52	15,605.94	593,897.54
81	CAPITAL OUTLAY	400,000.00	400,000.00	0.00	0.00	400,000.00
81	FACILITIES ACQ. & CONSTRUCTION	400,000.00	400,000.00	0.00	0.00	400,000.00
91	CONTRACTED SERVICES	0.00	0.00	0.00	0.00	79,552.00
91	CONT.INST.SVCS.\PUBLIC SCHLS	0.00	0.00	0.00	0.00	79,552.00
95	CONTRACTED SERVICES	36,000.00	36,000.00	0.00	0.00	36,000.00
95	PYMTS.TO JJAEP PROGRAMS	36,000.00	36,000.00	0.00	0.00	36,000.00
99	CONTRACTED SERVICES	425,000.00	425,000.00	0.00	0.00	425,000.00
99	OPERATING TRANSFERS OUT	425,000.00	425,000.00	0.00	0.00	425,000.00
Grand Revenue Totals		49,927,006.00	49,927,006.00	3,663,232.25	0.00	44,039,986.27
Grand Expense Totals		48,538,244.00	48,538,244.00	3,375,472.34	771,442.02	44,179,318.95
Grand Totals		1,388,762.00	1,388,762.00	287,759.91	771,442.02	139,332.68
		Profit	Profit	Profit	Loss	Loss

Number of Accounts: 2372

***** End of report *****

ALLISON NATHAN GETZ
TAX ASSESSOR-COLLECTOR



TERRY WUENSCHERL
CHIEF DEPUTY

STATE OF TEXAS
COUNTY OF JEFFERSON

I, Allison Nathan Getz, P.C.C., the Tax Assessor-Collector of Jefferson County, Texas and also, by contract or statute, the Tax Assessor-Collector for **PORT NECHES-GROVES ISD**, affirm, under oath, that this amount **\$51,323.40**, represents all taxes collected for **PORT NECHES-GROVES ISD** during the month of September 2019.

A handwritten signature in cursive script that reads "Allison Nathan Getz".

Allison Nathan Getz, P.C.C.

A handwritten word "Copy" in cursive script.

TAX COLLECTION SYSTEM
TAX COLLECTOR MONTHLY REPORT
FROM 09/01/2019 TO 09/30/2019

FISCAL START: 09/01/2019 END: 08/31/2020 JURISDICTION: 0011 PT NECHES-GROVES ISD

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
	-----	-----	-----	-----	-----	-----
CURRENT YEAR	2,377,446,401	25,808,812	2,403,255,213	01.444410	580,385.00	14,285
	-----	-----	-----	-----	-----	-----

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
	-----	-----	-----	-----	-----	-----	-----	-----
2018	580,936.00	551.00-	551.00-	19,594.14	19,594.14	560,790.86	3.38	551.00-
2017	166,574.14	551.00-	551.00-	3,620.45	3,620.45	162,402.69	2.18	551.00-
2016	117,433.03	534.04-	534.04-	2,834.86	2,834.86	114,064.13	2.43	534.04-
2015	93,511.46	534.04-	534.04-	2,125.64	2,125.64	90,851.78	2.29	534.04-
2014	71,773.26	534.04-	534.04-	2,309.18	2,309.18	68,930.04	3.24	534.04-
2013	36,050.81	99.43-	99.43-	699.70	699.70	35,251.68	1.95	99.43-
2012	39,426.33	99.43-	99.43-	316.13	316.13	39,010.77	.80	99.43-
2011	30,839.97	99.43-	99.43-	280.75	280.75	30,459.79	.91	99.43-
2010	26,843.49	99.43-	99.43-	280.75	280.75	26,463.31	1.05	99.43-
2009	23,719.03	99.43-	99.43-	280.75	280.75	23,338.85	1.19	99.43-
2008	14,518.01	99.43-	99.43-	280.75	280.75	14,137.83	1.95	99.43-
2007	12,147.99	99.43-	99.43-	280.75	280.75	11,767.81	2.33	99.43-
2006	14,582.14	134.99-	134.99-	381.18	381.18	14,065.97	2.64	134.99-
2005	14,192.07	134.99-	134.99-	381.18	381.18	13,675.90	2.71	134.99-
2004	15,113.38	134.99-	134.99-	381.18	381.18	14,597.21	2.54	134.99-
2003	13,082.85	134.99-	134.99-	381.18	381.18	12,566.68	2.94	134.99-
2002	11,976.33	119.11-	119.11-	336.32	336.32	11,520.90	2.84	119.11-
2001	10,614.83	134.99-	134.99-	381.18	381.18	10,098.66	3.64	134.99-
2000	9,462.95	43.32-	43.32-	122.33	122.33	9,297.30	1.30	43.32-
1999	10,531.18	.00	0.00	0.00	0.00	10,531.18		0.00
1998	4,013.65	.00	0.00	0.00	0.00	4,013.65		0.00
1997	35,500.08	.00	0.00	0.00	0.00	35,500.08		0.00
****	1,352,842.98	4,237.51-	4,237.51-	35,268.40	35,268.40	1,313,337.07		4,237.51-

TAX COLLECTION SYSTEM
 TAX COLLECTOR MONTHLY REPORT
 FROM 09/01/2019 TO 09/30/2019

FISCAL START: 09/01/2019 END: 08/31/2020 JURISDICTION: 0012 PT NECHES-GROVES ISD HB 1200

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
	-----	-----	-----	-----	-----	-----
CURRENT YEAR	452,640,800	0	452,640,800	00.274410	0.00	3
	-----	-----	-----	-----	-----	-----

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
	-----	-----	-----	-----	-----	-----	-----	-----
2018	0.00	.00	0.00	0.00	0.00	0.00		0.00
****	0.00	.00	0.00	0.00	0.00	0.00		0.00

10/01/2019 01:31:47 3308157
 TC298-D SELECTION: DEPOSIT
 RECEIPT DATE: ALL
 LOCATION: ALL

TAX COLLECTION SYSTEM
 DEPOSIT DISTRIBUTION
 FROM: 09/01/2019 THRU 09/30/2019
 JURISDICTION: 0011 PT NECHES-GROVES ISD

YEAR	FUND	TAX RATE	LEVY PAID	DISCOUNT GIVEN	PENALTY INTEREST	TIF AMOUNT	DISBURSE TOTAL	ATTORNEY	OTHER FEES	REFUND AMOUNT	PAYMENT AMOUNT
2018	M & O	1.170000	15,871.60	.00	3,021.81	.00	18,893.41	4,353.32	.00	.00	23,246.73
	I & S	.274410	3,722.54	.00	708.75	.00	4,431.29	.00	.00	.00	4,431.29
	TOTAL	1.444410	19,594.14	.00	3,730.56	.00	23,324.70	4,353.32	.00	.00	27,678.02
2017	M & O	1.170000	2,932.62	.00	922.97	.00	3,855.59	951.99	.00	.00	4,807.58
	I & S	.274410	687.83	.00	216.47	.00	904.30	.00	.00	.00	904.30
	TOTAL	1.444410	3,620.45	.00	1,139.44	.00	4,759.89	951.99	.00	.00	5,711.88
2016	M & O	1.040000	2,041.14	.00	882.35	.00	2,923.49	811.87	.00	.00	3,735.36
	I & S	.404410	793.72	.00	343.09	.00	1,136.81	.00	.00	.00	1,136.81
	TOTAL	1.444410	2,834.86	.00	1,225.44	.00	4,060.30	811.87	.00	.00	4,872.17
2015	M & O	1.040000	1,530.50	.00	844.81	.00	2,375.31	659.82	.00	.00	3,035.13
	I & S	.404410	595.14	.00	328.52	.00	923.66	.00	.00	.00	923.66
	TOTAL	1.444410	2,125.64	.00	1,173.33	.00	3,298.97	659.82	.00	.00	3,958.79
2014	M & O	1.040000	1,662.65	.00	1,117.95	.00	2,780.60	772.37	.00	.00	3,552.97
	I & S	.404410	646.53	.00	434.73	.00	1,081.26	.00	.00	.00	1,081.26
	TOTAL	1.444410	2,309.18	.00	1,552.68	.00	3,861.86	772.37	.00	.00	4,634.23
2013	M & O	1.040000	507.45	.00	403.41	.00	910.86	251.19	.00	.00	1,162.05
	I & S	.394000	192.25	.00	152.83	.00	345.08	.00	.00	.00	345.08
	TOTAL	1.434000	699.70	.00	556.24	.00	1,255.94	251.19	.00	.00	1,507.13
2012	M & O	1.040000	236.86	.00	215.54	.00	452.40	120.76	.00	.00	573.16
	I & S	.348070	79.27	.00	72.13	.00	151.40	.00	.00	.00	151.40
	TOTAL	1.388070	316.13	.00	287.67	.00	603.80	120.76	.00	.00	724.56
2011	M & O	1.040000	203.26	.00	209.36	.00	412.62	.00	.00	.00	412.62
	I & S	.396500	77.49	.00	79.82	.00	157.31	.00	.00	.00	157.31
	TOTAL	1.436500	280.75	.00	289.18	.00	569.93	.00	.00	.00	569.93
2010	M & O	1.040000	203.26	.00	233.75	.00	437.01	.00	.00	.00	437.01
	I & S	.396500	77.49	.00	89.12	.00	166.61	.00	.00	.00	166.61
	TOTAL	1.436500	280.75	.00	322.87	.00	603.62	.00	.00	.00	603.62
2009	M & O	1.040000	200.68	.00	254.87	.00	455.55	127.46	.00	.00	583.01
	I & S	.414950	80.07	.00	101.69	.00	181.76	.00	.00	.00	181.76
	TOTAL	1.454950	280.75	.00	356.56	.00	637.31	127.46	.00	.00	764.77
2008	M & O	1.040000	227.40	.00	316.09	.00	543.49	.00	.00	.00	543.49
	I & S	.244000	53.35	.00	74.16	.00	127.51	.00	.00	.00	127.51
	TOTAL	1.284000	280.75	.00	390.25	.00	671.00	.00	.00	.00	671.00
2007	M & O	1.040000	244.85	.00	369.72	.00	614.57	140.94	.00	.00	755.51
	I & S	.152500	35.90	.00	54.21	.00	90.11	.00	.00	.00	90.11
	TOTAL	1.192500	280.75	.00	423.93	.00	704.68	140.94	.00	.00	845.62

10/01/2019 01:31:47 3308157
 TC298-D SELECTION: DEPOSIT
 RECEIPT DATE: ALL
 LOCATION: ALL

TAX COLLECTION SYSTEM
 DEPOSIT DISTRIBUTION
 FROM: 09/01/2019 THRU 09/30/2019
 JURISDICTION: 0011 PT NECHES-GROVES ISD

PAGE: 19
 INCLUDES AG ROLLBACK

YEAR	FUND	TAX RATE	LEVY PAID	DISCOUNT GIVEN	PENALTY INTEREST	TIF AMOUNT	DISBURSE TOTAL	ATTORNEY	OTHER FEES	REFUND AMOUNT	PAYMENT AMOUNT
2006	M & O	1.370000	353.25	.00	575.80	.00	929.05	200.50	.00	.00	1,129.55
	I & S	.108300	27.93	.00	45.52	.00	73.45	.00	.00	.00	73.45
	TOTAL	1.478300	381.18	.00	621.32	.00	1,002.50	200.50	.00	.00	1,203.00
2005	M & O	1.500000	353.16	.00	618.03	.00	971.19	.00	.00	.00	971.19
	I & S	.119000	28.02	.00	49.03	.00	77.05	.00	.00	.00	77.05
	TOTAL	1.619000	381.18	.00	667.06	.00	1,048.24	.00	.00	.00	1,048.24
2004	M & O	1.500000	351.25	.00	656.84	.00	1,008.09	218.79	.00	.00	1,226.88
	I & S	.127792	29.93	.00	55.96	.00	85.89	.00	.00	.00	85.89
	TOTAL	1.627792	381.18	.00	712.80	.00	1,093.98	218.79	.00	.00	1,312.77
2003	M & O	1.500000	350.07	.00	696.63	.00	1,046.70	170.96	.00	.00	1,217.66
	I & S	.133300	31.11	.00	61.91	.00	93.02	.00	.00	.00	93.02
	TOTAL	1.633300	381.18	.00	758.54	.00	1,139.72	170.96	.00	.00	1,310.68
2002	M & O	1.500000	304.57	.00	642.65	.00	947.22	156.90	.00	.00	1,104.12
	I & S	.156362	31.75	.00	66.99	.00	98.74	.00	.00	.00	98.74
	TOTAL	1.656362	336.32	.00	709.64	.00	1,045.96	156.90	.00	.00	1,202.86
2001	M & O	1.500000	340.91	.00	760.22	.00	1,101.13	184.68	.00	.00	1,285.81
	I & S	.177181	40.27	.00	89.80	.00	130.07	.00	.00	.00	130.07
	TOTAL	1.677181	381.18	.00	850.02	.00	1,231.20	184.68	.00	.00	1,415.88
2000	M & O	1.500000	108.96	.00	256.05	.00	365.01	61.47	.00	.00	426.48
	I & S	.184053	13.37	.00	31.42	.00	44.79	.00	.00	.00	44.79
	TOTAL	1.684053	122.33	.00	287.47	.00	409.80	61.47	.00	.00	471.27
ALL	M & O		28,024.44	.00	12,998.85	.00	41,023.29	9,183.02	.00	.00	50,206.31
ALL	I & S		7,243.96	.00	3,056.15	.00	10,300.11	.00	.00	.00	10,300.11
ALL	TOTAL		35,268.40	.00	16,055.00	.00	51,323.40	9,183.02	.00	.00	60,506.42
DLQ	M & O		12,152.84	.00	9,977.04	.00	22,129.88	4,829.70	.00	.00	26,959.58
DLQ	I & S		3,521.42	.00	2,347.40	.00	5,868.82	.00	.00	.00	5,868.82
DLQ	TOTAL		15,674.26	.00	12,324.44	.00	27,998.70	4,829.70	.00	.00	32,828.40
CURR	M & O		15,871.60	.00	3,021.81	.00	18,893.41	4,353.32	.00	.00	23,246.73
CURR	I & S		3,722.54	.00	708.75	.00	4,431.29	.00	.00	.00	4,431.29
CURR	TOTAL		19,594.14	.00	3,730.56	.00	23,324.70	4,353.32	.00	.00	27,678.02

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2019

AGENDA ITEM: Consider Approval of 2019-2020 District Parent and Family Engagement Policy

Port Neches-Groves ISD makes every effort to include parents in the development, evaluation, and revision of the Title I program and Parent and Family Engagement Policy to provide excellence in education. The attached Parent and Family Engagement Policy was developed by the PNGISD District Title I Committee.

Recommendation: It is recommended that the Board of Trustees approve the 2019-2020 District Parent and Family Engagement Policy.

Resource Personnel: Dr. Brenda Duhon, Assistant Superintendent for Curriculum and Instruction/Technology

Port Neches-Groves Independent School District

Parent and Family Engagement Policy

2019-2020

PURPOSE

Port Neches-Groves Independent School District is committed to a tradition of excellence in education. The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens. Therefore, Port Neches-Groves ISD will maximize its resources to enable each child to become a successful learner. School and home must work together to realize higher student achievement. On-going, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success. Port Neches-Groves ISD is committed to the success of students and will make every effort to include parents in the development, evaluation, and revision of the Title I program and Parent and Family Engagement Policy to provide excellence in education.

PART I: GENERAL EXPECTATIONS

The Port Neches-Groves ISD agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve parents of children served in title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is

spent, and will ensure that not less than 95% percent of the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (a) That parents play an integral role in assisting their children's learning.*
- (b) That parents are encouraged to be actively involved in their children's education at school*
- (c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children*
- (d) That other activities, such as those described in section 1118 of the ESEA, are carried out.*

- The school district will inform parents and parent organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas (<http://www.nationalpirc.org/directory/TX.html>)

PART II: DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Port Neches-Groves ISD will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under section 1112 of the ESEA:
 - District Title I Parent Committee will meet two (2) times a year. Meeting dates and times will be set that accommodate parent committee members.
 - The District Title I Parent Committee, under the direction of the Assistant Superintendent for Curriculum and Instruction/Technology, will yearly revise the District Parent and Family Engagement Policy.
2. The Port Neches-Groves ISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents on the District Title I Committee will receive formal training on the purpose of Title I, Part A, and how it relates to the District's Title campuses.
 - Parents will participate on Campus Improvement Committees and the District Improvement Committee.
 - Campuses receiving Title funds will involve parents in a campus Title I committee.
 - Campuses will promote active PTA organizations.

3. The Port Neches-Groves ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance.
 - Coordination, technical assistance and other Title I, Part A, support will be provided by the Office of the Assistant Superintendent for Curriculum and Instruction/Technology along with the appropriate Curriculum Coordinators.
 - The District will provide a Parent and Family Engagement district website that provides pertinent District Parent and Family Engagement Information, provides hyperlinks to campus Parent and Family Engagement web pages, and provides for parental input via e-mail to the Assistant Superintendent for Curriculum and Instruction/Technology.
 - Title I campuses will maintain a campus Title I Parent and Family Engagement website.
4. The Port Neches-Groves ISD will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies under the following other programs: PreK, PPCD, private preschool programs.
 - The Assistant Superintendent for Curriculum and Instruction/Technology, Curriculum Coordinators, and Title I campus principals will coordinate and support all district and campus parent and family engagement activities.
 - District and campus parent and family engagement activities are encouraged to be posted on the district and campus web pages accessible to parents.
 - District Kindergarten Roundup activities will be coordinated with the district's PreK and PPCD programs as well as area day cares and preschool programs.
5. The Port Neches-Groves ISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Parental Role	Accountability/Evaluations (How success will be measured)
Campus-developed Parent and Family Engagement Surveys provided in English and Spanish	Campus Principals	Yearly	Complete parental surveys	Campus results will be compiled and shared with administration for the purpose of program evaluation. Results will also be shared with the District Title I Parent Committee.

6. The Port Neches-Groves ISD will build the schools' and parent's capacity for strong parent and family engagement in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding such topics as the following, by undertaking the actions described in this paragraph--
- Texas's academic content standards
- Texas's student academic achievement standards
- Texas's and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their children's progress
- How to work with educators:

List activities such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Parental Role	Accountability/Evaluations (How success will be measured)
The district will support campus initiatives/ activities that promote parent and family engagement. Examples: Parent Nights; Father's Club; Business Partner/Adopt-a-Month; Backpack Buddies; School Marquees, etc.	Superintendent, Assistant Superintendents, Principals, Counselors, Teachers	Ongoing	Actively participate in campus activities	Parent participation at events
The district will	Principals	Ongoing	Join pertinent	Texts to parents.

encourage and support communication between principals and teachers with parents using Remind.	Teachers		Remind text groups.	
Newsletters	Superintendent; Curriculum Coordinators; Principals; Counselors	Ongoing	Read information provided	Printed and/or online newsletters
State Assessment Information/Explanations Published on District Website	Assistant Superintendent	Ongoing as new information is released by TEA	Read information provided	Online information published on district website
Include elementary parent/teacher conference days	DEIC Calendar Committee & District Administration	2 days provided in the fall	Attend meetings	Published district calendar with dates determined
Distribute School-Parent Compacts to parents at Title campuses during parent/teacher conference days.	Teachers	October 2019	Attend meetings and participate in review of Compact with the teacher.	School-Parent Compact
Translate School-Parent Compacts into Spanish.	Campus Principals	September 2019	Attend meetings and participate in review of Compact with the teacher.	Distribution of Spanish versions of School-Parent Compact.
Teachers and staff will receive annual training in the value and utility of the contributions of parents at the campus.	Campus Principals	Fall 2019	N/A	Sign in Sheet Agenda

- The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
 - Provide instruction at home for all K-3 students in reading
 - Providing Skyward Family Access to online gradebooks
 - Providing teacher e-mail for parent communication purposes
 - Providing parent component for online resources as appropriate.
 - Parent newsletters

- The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Encourage and support parental engagement in Parent/Teacher conferences.
 - Encourage administrator participation in parent and family engagement sessions at professional conferences.
 - Encourage administrator participation in Region 5 workshops/conferences specific to parent and family engagement.
 - Provide a library of professional literature/resources for administrators and teachers.
 - Support campus-based staff development parent and family engagement training.
- The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Parental Role	Accountability/Evaluations (How success will be measured)
TEA-provided parent documents for understanding test results will be provided in Spanish, as provided by TEA.	Assistant Superintendent for Curriculum & Instruction/Technology	As made available by TEA	Access to district website	District website contains active links to supporting documents.
District website that can be translated into approximately 100 languages, other than English.	Blackboard & Assistant Superintendent for Curriculum & Instruction/Technology	Ongoing	Access to languages on the district/campus website for language conversion.	District website contains active links to approximately 100 languages, other than English, on its website.
Provide Family Access online registration in languages other than English.	Assistant Superintendent for Curriculum & Instruction/Technology	Summer 2019	Choose "Language Translator" option in Family Access	Successfully completed Completed online registrations

Provide translators at OneStop Registration Day to assist parents.	Director of Student Services	August 2019	Attendance at OneStop Registration Day	Successful enrollment of their child(ren).
Where appropriate, acquire services of translator to assist with parent meetings.	Coordination by Curriculum Coordinators	Ongoing	Participation in meetings.	Successful communication
Campus Parent and Family Engagement Surveys provided in English and Spanish	Campus Principals	Yearly	Complete parental surveys	Results will be compiled and shared with administration for the purpose of program evaluation.
The district will encourage and support communication between principals and teachers with parents using Remind.	Principals Teachers	Ongoing	Join pertinent Remind text groups.	Texts to parents.
Required ESSA communications will be provided in Spanish.	Assistant Superintendent for Curriculum & Instruction/ Technology	Ongoing	Reads correspondence	Translated documents
Translate School-Parent Compacts into Spanish.	Assistant Superintendent	September 2019	Attend meetings and participate in review of Compact with the teacher.	Distribution of School-Parent Compact.
Contract with RTT Mobile for translation services.	ESL Coordinator	Yearly Renewal	Participation, as needed	Survey district staff on usefulness.
Expand opportunities for documents and social media translated to Spanish.	All administrators and campus principals	Ongoing	Receives correspondence	Improved communication between Spanish-speaking parents and the schools.

PART III: DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Parental Role	Accountability/Evaluations (How success will be measured)
Encourage campuses to arrange school meetings at a variety of times to accommodate parents	Assistant Superintendent for Curriculum & Instruction/Technology Campus Principals	Ongoing	Communicate with campus personnel	Variety of opportunities for parents at campuses published on district and campus websites.
Meet-the-Teacher Nights scheduled on individual nights per campus levels.	Assistant Superintendent for Curriculum & Instruction/Technology, Assistant Superintendent for Adm. Services, Campus Principals	Before school starts	Attendance at Meet-the-Teacher Night	Parent attendance
Provide Title committee parents with copy of Campus Parent and Family Engagement Policy	Campus Principals	First Six Weeks	Active participation in development of campus parent and family engagement policy	Sign in sheets Agenda
Offer expanded meeting opportunities to parents (Title I & III)	ESL Coordinator, ESL Specialists, Principals	Ongoing	Participation	Sign in Sheets and parent input

PART IV: ADOPTION

This District-wide Parent and Family Engagement Policy has been developed/revised jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by meeting minutes.

This Parent and Family Engagement Policy/Plan was developed/revised by Port Neches-Groves Independent School District on 6/5/19, as a replacement for the current district parent and family engagement policy previously approved by the district committee and will be in effect for the remaining school year.

The school will distribute this Policy to all parents of participating Title I, Part A children by posting it on the campus website in a timely manner after it is approved.

Brenda Aubon

Signature of Title I Authorized Representative (Assistant Superintendent)

6/5/19
Date

Distrito Escolar Independiente de Port Neches-Groves
Padres y Política de Participación de la Familia
2019-2020

PROPÓSITO

Distrito Escolar Independiente de Port Neches-Groves se ha comprometido a una tradición de excelencia en la educación. Los esfuerzos combinados de los estudiantes, personal, padres y comunidad proveerán un ambiente de aprendizaje seguro que permite a todos los estudiantes a seguir el aprendizaje permanente y convertirse en ciudadanos responsables y productivos. Por lo tanto, Port Neches-Groves ISD maximizar sus recursos para que cada niño para convertirse en un estudiante exitoso. Escuela y el hogar deben trabajar juntos para lograr un mayor rendimiento de los estudiantes. En curso, de dos vías, una comunicación significativa se producirá para facilitar la comprensión mutua y para estimular el éxito del estudiante. Port Neches-Groves ISD está comprometido con el éxito de los estudiantes y hará todo lo posible para incluir a los padres en el desarrollo, evaluación y revisión del programa Título I y los padres y Política de Participación de la Familia para proporcionar la excelencia en la educación.

PARTE I: Las expectativas generales

El Port Neches-Groves ISD se compromete a implementar los siguientes requisitos legales:

- El distrito escolar pondrá en operación programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con programas de Título I, Parte A, de conformidad con la sección 1118 de la Ley de Educación Primaria y Secundaria (ESEA). Esos programas, actividades y procedimientos serán planeados y operados con consulta significativa con los padres de los niños participantes.
- Consistente con la sección 1118, el distrito escolar trabajará con sus escuelas para asegurar que las políticas de padres a nivel escolar y de compromiso de la familia requeridas cumplan los requisitos de la sección 1118 (b) de la ESEA, y cada uno incluye, como un componente, una escuela padres consistente con la sección 1118 (d) de la ESEA.
- El distrito escolar incorporará esta política de participación de los padres y la familia en todo el distrito en su plan LEA desarrollado bajo la sección 1112 de la ESEA.
- En la realización del Título I, los padres y la familia de los requisitos de la Parte A, en la medida posible, el distrito escolar y sus escuelas proporcionarán oportunidades para la participación de los padres con dominio limitado del Inglés, los padres con discapacidades y padres de niños migratorios, incluyendo la provisión de información y reportes escolares requeridos bajo la sección 1111 de la ESEA en un formato comprensible y uniforme y, incluyendo formatos alternativos a petición, y, en la medida de lo posible en un idioma que los padres entiendan.
- Si el plan LEA para el Título I, Parte A, desarrollado bajo la sección 1112 de la ESEA, no es satisfactorio para los padres de los niños participantes, el distrito escolar someterá cualquier comentario de los padres con el plan cuando el distrito escolar presente el plan al Estado Departamento de Educación.

- El distrito escolar involucrará a los padres de los niños atendidos en el Título I, Parte A en las decisiones acerca de cómo el 1 por ciento del Título I, Parte A los fondos reservados para los padres y la familia se gasta, y se asegurará de que no menos del 95% por ciento de el uno por ciento reservado vaya directamente a las escuelas.
- El distrito escolar se regirá por la siguiente definición legal de los padres y la familia, y espera que sus escuelas de Título I lleven a cabo programas, actividades y procedimientos de acuerdo con esta definición:

Los padres y la familia significa la participación de los padres en dos vías regular, y la comunicación significativa envolviendo el aprendizaje académico y otras actividades escolares, incluyendo asegurar que:

- (a) Que los padres juegan un papel integral en el aprendizaje de sus hijos.*
 - (b) Que se anima a los padres a participar activamente en la educación de sus hijos en la escuela*
 - (c) Que los padres son socios en la educación de sus hijos y se incluyen, en su caso, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos*
 - (d) Que otras actividades, tales como los descritos en la sección 1118 de la ESEA, se llevan a cabo.*
- El distrito escolar informará a los padres y organizaciones de padres del propósito y la existencia de la Información para Padres y Centros de Recursos (PIRC) en Texas
<http://www.nationalpirc.org/directory/TX.html>

PARTE II: EL DISTRITO DE LOS PADRES Y LA FAMILIA DE PARTICIPACIÓN componentes de la política

1. La DSI Port Neches-Groves tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto de su plan de participación de los padres y la familia en todo el distrito bajo la sección 1112 de la ESEA:
 - Comité de Padres del Distrito Título I se reunirá dos (2) veces al año. fechas y horas de reunión se establecerán que alojan los miembros del comité de padres.
 - El Comité de Padres del Distrito Título I, bajo la dirección del Superintendente Auxiliar de Currículo e Instrucción / Tecnología, anualmente se revisará el Distrito de Padres y Política de Participación de la Familia.
2. La DSI Port Neches-Groves tomará las siguientes acciones para involucrar a los padres en el proceso de revisión y mejoramiento escolar bajo la sección 1116 de la ESEA:
 - Los padres en el Comité de Título I del Distrito recibirán capacitación formal sobre el propósito del Título I, Parte A, y cómo se relaciona con los campus Título del Distrito.
 - Los padres participarán en los Comités de mejoramiento de la escuela y el Comité de Mejoramiento del Distrito.

- Campus recibe fondos de Título involucrará a los padres en un comité de la escuela Título I.
 - Campus promoverán las organizaciones PTA activos.
3. La DSI Port Neches-Groves, proporcionará la coordinación necesaria, asistencia técnica, y otro apoyo para ayudar Título I, Parte A en la planificación y ejecución de las actividades de los padres y la familia eficaces para mejorar el logro académico de los estudiantes y el rendimiento escolar.
- Coordinación, asistencia técnica y de otro Título I, Parte A, el apoyo será proporcionado por la Oficina del Superintendente Auxiliar de Currículo e Instrucción / Tecnología junto con los coordinadores del plan de estudios apropiados.
 - El Distrito proporcionará un padre y un sitio web del distrito de Participación Familiar que proporciona Padres del Distrito pertinente y la información de Participación Familiar, proporciona enlaces a padres en la escuela y en las páginas web compromiso de las familias, y proporciona para la entrada de los padres a través del correo electrónico al Asistente del Superintendente de Currículo e Instrucción / Tecnología.
 - campus del Título I mantener un plantel de Padres del Título I y el sitio web de Participación Familiar.
4. La DSI Port Neches-Groves coordinará e integrará las estrategias de participación de padres y la familia en la Parte A con estrategias de los padres y la familia bajo los siguientes otros programas: Pre-K, PPCD, programas preescolares privados.
- El Superintendente Auxiliar de Currículo e Instrucción / Tecnología, coordinadores del plan de estudios, y el Título I directores de las escuelas van a coordinar y apoyar todas las actividades de los padres y la familia del distrito y de la escuela.
 - Se anima a las actividades del distrito y padres en la escuela y la familia de compromiso para ser publicado en las páginas web del distrito y de la escuela accesibles a los padres.
 - Kinder Roundup actividades del distrito estarán coordinados con los programas de Pre-Kinder y PPCD del distrito, así como zona de día se preocupa y programas preescolares.
5. La DSI Port Neches-Groves tomará las siguientes acciones para conducir, con la participación de los padres, una evaluación anual del contenido y la eficacia de esta política de participación de los padres y la familia en la mejora de la calidad de sus escuelas de Título I, Parte A. La evaluación incluirá la identificación de barreras a una mayor participación de los padres en las actividades de los padres y la familia (con especial atención a los padres que están en desventaja económica, están incapacitadas, que tienen una habilidad limitada en Inglés, alfabetización limitada, o son de cualquier minoría racial o étnico) . El distrito escolar utilizará los resultados de la evaluación sobre su política y las actividades de participación de los padres y familiares para diseñar estrategias para los padres más eficaz y participación de la familia, y para revisar, si es

necesario (y con la participación de los padres) su matriz y las políticas de compromiso de la familia .

Actividad / Tarea (¿Qué se hará)	El personal responsable (¿Quién va a hacer ella)	Cronología (Cuando se hará)	El papel de los padres	Rendición de cuentas / Evaluaciones (¿Cómo se medirá el éxito)
Encuestas de participación de padres y familias desarrolladas por el campus en inglés y español	Los directores del campus	Anual	encuestas de los padres completas	Los resultados se compilan y comparten con los campus con el propósito de la evaluación de programas. Los resultados también serán compartidos con el Comité de Padres Título I del Distrito.

6. El Port Neches-Groves ISD construir las escuelas y de la capacidad de los padres para los padres fuerte y el compromiso familiar con el fin de asegurar la participación efectiva de los padres y las familias y apoyar una colaboración entre la escuela, los padres y la comunidad para mejorar el logro académico de los estudiantes , a través de las siguientes actividades descritas específicamente a continuación:

- El distrito escolar, con la ayuda de su Título I, Parte A, proporcionar asistencia a los padres de los niños atendidos por el distrito escolar o la escuela, en su caso, en la comprensión de temas tales como los siguientes, mediante la realización de las acciones descritas en este párrafo -
- los estándares de contenido académico de Tejas
- los estándares de logro académico de los estudiantes de Tejas
- de evaluaciones académicas locales, incluyendo evaluaciones alternativas Texas y
- Los requisitos del Título I, Parte A
- Cómo monitorear el progreso de sus hijos
- Cómo trabajar con los educadores:

Lista de actividades tales como talleres, conferencias, clases, tanto en el estado y fuera del estado, incluyendo cualquier equipo u otros materiales que sean necesarios para asegurar el éxito.

Actividad / Tarea (¿Qué se hará)	El personal responsable (¿Quién va a hacer ella)	Cronología (Cuando se hará)	El papel de los padres	Rendición de cuentas / Evaluaciones (¿Cómo se medirá el éxito)
El distrito apoyará las iniciativas del campus / actividades que promueven la participación de los	Superintendente, Superintendentes asistentes, Los directores, consejeros,	En marcha	Participar activamente en las actividades del campus	participación de los padres en los eventos

padres y la familia. Ejemplos: Noches de Padres; Club del padre; Socio de negocios / Adopt-a-mes; Buddies Mochila; Carpas escolares, etc.	maestros			
El distrito estimular y apoyar la comunicación entre los directores y maestros con los padres usando Recordar.	Los directores maestros	En marcha	Ingreso pertinente Recuerde a los grupos de texto.	Los textos que se envían a los padres.
boletines	Superintendente; Los coordinadores del plan de estudios; Los directores; consejeros	En marcha	Leer la información proporcionada	boletines y / o impresos en línea
Estado de Información de Evaluación / Explicaciones publicado en la web del Distrito	asistente del Superintendente	En curso como la nueva información se libera por la TEA	Leer la información proporcionada	información en línea publicado en la web del distrito
Incluya días de conferencias de padres / maestros elementales.	Calendario DEIC Administración Comité y Distrito	2 días previstos en otoño	Asistir a las reuniones	Publicado calendario del distrito de fechas determinado
Distribuir Compactos escuela y los padres a los padres en el Título campus durante el padre / maestro días de la conferencia.	maestros	de octubre de 2019	Asistir a las reuniones y participar en la revisión de compacto con el maestro.	Escuela y los padres
Traducir Compactos escuela y los padres en español.	asistente del Superintendente	de septiembre de 2019	Asistir a las reuniones y participar en la revisión de compacto con el maestro.	Distribución de versiones en español de escuela y los padres.
Los maestros y el personal recibirán capacitación anual en el valor y la utilidad de las contribuciones de los padres en el campus.	Los directores del campus	Otoño 2019	N / A	Firmar en la hoja Agenda

- El distrito escolar, con la ayuda de sus escuelas, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el logro académico de sus

hijos, tales como la alfabetización, y el uso de la tecnología, según sea apropiado, para fomentar la participación de los padres y la familia, por :

- Proporcionar istation en el hogar para todos los estudiantes de K-3 en lectura
 - Hacia el cielo Familia proporcionar acceso a los libros de calificaciones en línea
 - Proporcionar profesor de correo electrónico para fines de comunicación de los padres
 - Proporcionar componente principal de recursos en línea, según corresponda: learning.com, educationappreciation.com; edhelpforparents.com, etc.
 - boletines para los padres
- El distrito escolar, con la ayuda de sus escuelas y los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal, en cómo llegar a, comunicarse y trabajar con los padres como socios iguales en el valor y la utilidad de contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas, por:
 - Fomentar y apoyar participación de los padres en conferencias de padres / maestros.
 - Fomentar la participación del administrador de sesiones de los padres y la familia en conferencias profesionales.
 - Fomentar la participación de administrador en la región 5 talleres / conferencias específicas a los padres y la familia.
 - Proporcionar una biblioteca de literatura / recursos profesionales para los administradores y profesores.
 - El apoyo del campus-basados matriz desarrollo y capacitación del compromiso familiar.
 - El distrito escolar tomará las siguientes acciones para asegurar que la información relacionada a la escuela y programas de padres, reuniones y otras actividades, se envía a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres puedan entender:

Actividad / Tarea (¿Qué se hará)	El personal responsable (¿Quién va a hacer ella)	Cronología (Cuando se hará)	El papel de los padres	Rendición de cuentas / Evaluaciones (¿Cómo se medirá el éxito)
documentos de padres-TEA proporcionado para la comprensión de los resultados de las pruebas serán proporcionados en	Asistente Superintendente de Currículo e Instrucción / Tecnología	Según la disponibilidad de TEA	El acceso a la página web del distrito	sitio web del distrito contiene enlaces activos a los documentos de apoyo.

español, según lo dispuesto por TEA.				
sitio web del distrito que puede traducirse en unos 100 idiomas, aparte del Inglés.	Pizarra y Asistente Superintendente de Currículo e Instrucción / Tecnología	En marcha	El acceso a los idiomas en el sitio web del distrito / campus para la conversión del lenguaje.	sitio web del distrito contiene enlaces activos a unos 100 idiomas, aparte del Inglés, en su sitio web.
Proporcionar acceso de la familia de registro en línea en idiomas distintos del Inglés.	Asistente Superintendente de Currículo e Instrucción / Tecnología	verano 2019	Elija la opción "Language Translator" de acceso de la familia	Completado con éxito las inscripciones en línea.
Proporcionar traductores en el día de registro OneStop a ayudar a los padres.	Director de Servicios Estudiantiles.	de agosto de 2019	La asistencia a día de registro OneStop	la inscripción con éxito de su hijo (s).
En su caso, adquirir servicios de traductor para ayudar con las reuniones de padres.	La coordinación de los coordinadores del plan de estudios	En marcha	La participación en las reuniones.	La comunicación es exitosa.
Los padres y la Encuesta de Participación Familiar proporcionada en Inglés y Español	Asistente Superintendente de Currículo e Instrucción / Tecnología Los directores del campus	Anual	encuestas de los padres completas	Los resultados se compilan y comparten con los campus con el propósito de la evaluación de programas.
El distrito estimular y apoyar la comunicación entre los directores y maestros con los padres usando Recordar.	Los directores maestros	En marcha	Unirse a grupos de texto Remind101 pertinentes.	Los textos que se envían a los padres.
comunicaciones requerida ESSA serán proporcionados en español.	Asistente Superintendente de Currículo e Instrucción / Tecnología	En marcha	Recibe correspondencia	Los documentos traducidos
Traducir Compactos escuela y los padres en español.	asistente del Superintendente	de septiembre de 2019	Asistir a las reuniones y participar en la revisión de compacto con el maestro.	Distribución de versiones en español de escuela y los padres.
Contrato con RTT Mobile para servicios de	ESL coordinadora,	Anual	La participación	encuesta al personal sobre efectividad

traducción.			en las reuniones.	
Ampliar las oportunidades para documentos y redes sociales traducidos al español.	todos los administradores y directores de campus	En marcha	Recibe correspondencia	Mejor comunicación entre los padres de habla hispana y las escuelas.

PARTE III: DISCRECIONAL DE LOS PADRES Y DE LA FAMILIA DE COMPONENTES política de compromiso DEL DISTRITO

Actividad / Tarea (¿Qué se hará)	El personal responsable (¿Quién va a hacer ella)	Cronología (Cuando se hará)	El papel de los padres	Rendición de cuentas / Evaluaciones (¿Cómo se medirá el éxito)
Alentar a los campus para organizar reuniones de la escuela en una variedad de ocasiones para dar cabida a los padres	Asistente Superintendente de Currículo e Instrucción / Tecnología Los directores del campus	En marcha	Comunicarse con el personal del campus	Variedad de oportunidades de los padres en los planteles publicados en los sitios web del distrito y de la escuela.
Para conocer a los maestros noches programadas en las noches individuales por nivel escolar.	Asistente Superintendente de Currículo e Instrucción / Tecnología, Superintendente Auxiliar de Adm. De Servicios, directores de las escuelas	Antes de que comience la escuela	La asistencia a Meet-la-Maestro Noche	asistencia de los padres
Proveer a los padres del comité título con copia de padres en la escuela y la Política de Participación de la Familia	Los directores del campus	Primeras seis semanas	La participación activa en el desarrollo de los padres en la escuela y la política de participación de la familia	Entrar en hojas Agenda
Ofrecer oportunidades de reunión ampliadas a los padres (Título I & III)	ESL coordinadora, ESL especialista, Los directores del campus	En marcha	Participacion	Entrar en hojas. aportación de los padres

Port Neches-Groves Independent School District Board Document

MEETING DATE: October 14, 2019

AGENDA ITEM: Consider Approval of Board Member Continuing Education Report

According to Board policy BBD (LOCAL):

The Board President shall announce the status of each Board member's continuing education credit. The announcement shall be made annually at the last regular Board meeting before the District's uniform election date, whether or not an election is held. The announcement shall be reflected in the meeting minutes and, when necessary, posted on the District's website in accordance with law.

Board Member	<i>Level I Update to the TX Ed. Code (only required in year legislature meets)</i>	<i>Level II Team of 8</i>	<i>Level III Cont. Ed. Based on Needs Assessment</i>	SB1566 (required every 2 years)	Total Training Hours Received
Bartlett, Scott	3	3	5.25	Not required this year	11.25
Brittain, Rusty	3	3	5.50	Not required this year	11.5
Cropper, Brandon	3	3	5	Not required this year	11
Marsh, Dustin*	Not Required	3	13.5	3	19.5
Parker, Lana (appointed)	3	3	9.25	Not Required	15.25
Sullivan, Eric	4.5	3	4.25	Not required this year	11.75
Lefort, Jake	3	3	2.5	Not required this year	8.5

Hours Required: Experienced board members - legislative year = 10

*New Board Member = 16

The entire board, shall annually participate with their superintendent in a team building session facilitated by the ESC or another registered provider. The team building session shall be of a length deemed appropriate by the board, but generally at least **3 hours**.

Following a board member's first year of service, he or she shall receive at least **5 hours** of continuing education annually. A Board member may fulfill the five hours of continuing education through online instruction, provided that the training is designed and offered by a registered provider, incorporates interactive activities that assess learning and provide feedback to the learner, and offers an opportunity for interaction with the instructor.

Recommendation: It is recommended that the Board of Trustees approve the Board member continuing education report.

The following board member(s) did not complete the required board training for this year:

*Jake Lefort (Mr. Lefort was scheduled to attend the TASA/TASB Convention in Dallas, September 20-22, 2019 but due to Tropical Storm Imelda he was not able to attend.)

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2019

AGENDA ITEM: Report: Accountability/Testing/Bilingual-ESL Update

Districts are required to report 2019 test results to the Board of Trustees. Dr. Duhon and the curriculum coordinators will present this information using the attached PowerPoint.

Recommendation: No recommendation, information only.

Resource Personnel: Dr. Brenda Duhon, Assistant Superintendent for Curriculum and Instruction/Technology
Roxanne Ferguson, Elementary Curriculum Coordinator
Tanya Davis, Middle School Curriculum Coordinator
Crystal Werkheiser, High School Curriculum Coordinator

Port Neches-Groves Independent School District

STAAR, EOC, and TELPAS (Spring 2019)
Fall 2019 Presentation



Assessment

Presentation Overview

- | District & Campus Overall Accountability Summaries
- | STAAR Elementary Reading, Math, Writing, Science
- | STAAR Middle School Reading, Math, Algebra I EOC, Writing, Science, Social Studies
- | STAAR & EOC 2019 District/State/Region Comparisons
- | STAAR District Results (Grades 3-8): Reading, Math, Writing, Science, Social Studies
- | STAAR District/State/Region Comparisons (Grades 3-8): Reading, Math, Writing, Science, Social Studies
- | TELPAS - Texas English Language Proficiency Assessment System (K-2, 3-12)
- | Accountability Ratings
- | TEA Academic Distinctions

Texas Education Agency
2019 Accountability Ratings Overall Summary
PORT NECHES-GROVES ISD (123908)

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		90	A
I. Student Achievement		90	A
STAAR Performance	54	85	
College, Career and Military Readiness	77	94	
Graduation Rate	97.1	90	
II. School Progress		91	A
Academic Growth	67	73	C
Relative Performance (Eco Dis: 46.3%)	66	91	A
III. Closing the Gaps	82	87	B

Texas Education Agency
2019 Accountability Ratings Overall Summary
PORT NECHES-GROVES ISD (123908)

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		90	A
Student Achievement		90	A
STAAR Performance 40%	54	85	
College, Career and Military Readiness 40%	77	94	
Graduation Rate 20%	97.1	90	
School Progress		91	A
Academic Growth	67	73	C
Relative Performance (Eco Dis: 46.3%)	66	91	A
Closing the Gaps	82	87	B

70%



30%



Best of Domain I & II: $91 \times 70\% = 63.7$
 Domain III: $87 \times 30\% = \underline{26.1}$
 89.8

Last year: 85.3%

Texas Education Agency
2019 Accountability Ratings Overall Summary
PORT NECHES-GROVES ISD (123908)

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		90	A
Student Achievement		90	A
STAAR Performance	54	85	
College, Career and Military Readiness	77	94	
Graduation Rate	97.1	90	
School Progress		91	A
Academic Growth	67	73	C
Relative Performance (Eco Dis: 46.3%)	66	91	A
Closing the Gaps	82	87	B



PNG ISD Student Achievement: Domain I

Strengths

Graduation Rate and College, Career and Military Readiness

STAAR: Social Studies, Math, Science and ELA/Reading

Opportunities For Growth

STAAR: Writing

Texas Education Agency
2019 Accountability Ratings Overall Summary
PORT NECHES-GROVES H S (123908001) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		88	B
STAAR Performance	53	80	
College, Career and Military Readiness	77	94	
Graduation Rate	97.1	90	
School Progress		86	B
Academic Growth	68	78	C
Relative Performance (Eco Dis: 41.5%)	65	86	B
Closing the Gaps	71	81	B

Identification of Schools for Improvement

This campus is identified for additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
GROVES MIDDLE (123908041) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		77	C
Student Achievement		80	B
STAAR Performance	49	80	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	63	63	D
Relative Performance (Eco Dis: 50.9%)	49	80	B
Closing the Gaps	27	69	D

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
PORT NECHES MIDDLE (123908042) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		82	B
STAAR Performance	51	82	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	64	66	D
Relative Performance (Eco Dis: 41.5%)	51	77	C
Closing the Gaps	24	67	D

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
GROVES EL (123908101) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		85	B
STAAR Performance	56	85	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth	74	79	C
Relative Performance (Eco Dis: 57.0%)	56	85	B
Closing the Gaps	91	86	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
PORT NECHES EL (123908102) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		88	B
STAAR Performance	58	88	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	B
Academic Growth	69	70	C
Relative Performance (Eco Dis: 44.4%)	58	83	B
Closing the Gaps	70	76	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
RIDGEWOOD EL (123908103) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		88	B
STAAR Performance	58	88	
College, Career and Military Readiness			
Graduation Rate			
School Progress		78	C
Academic Growth			Not Rated
Relative Performance (Eco Dis: 33.1%)	58	78	C
Closing the Gaps	88	83	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
TAFT EL (123908104) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		83	B
STAAR Performance	55	83	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth			Not Rated
Relative Performance (Eco Dis: 59.0%)	55	85	B
Closing the Gaps	85	80	B

Identification of Schools for Improvement

This campus is identified for additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
VAN BUREN EL (123908105) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		90	A
Student Achievement		91	A
STAAR Performance	62	91	
College, Career and Military Readiness			
Graduation Rate			
School Progress		87	B
Academic Growth			Not Rated
Relative Performance (Eco Dis: 46.4%)	62	87	B
Closing the Gaps	91	86	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
WOODCREST EL (123908107) - PORT NECHES-GROVES ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		88	B
STAAR Performance	58	88	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth			Not Rated
Relative Performance (Eco Dis: 49.8%)	58	85	B
Closing the Gaps	91	86	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned	
Mathematics	Not Earned	
Science	Not Eligible	
Social Studies	Not Eligible	
Comparative Academic Growth	Not Eligible	
Postsecondary Readiness	Earned	
Comparative Closing the Gaps	Earned	

Texas English Language Proficiency Assessment System - Grades K-2



Testing Year	Listening					Speaking					Reading					Writing				
	Number of Students Rated	Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Beginning	Intermediate	Advanced	Adv. High
		Percent of Students At Each Rating					Percent of Students At Each Rating					Percent of Students At Each Rating					Percent of Students At Each Rating			
18	97	7	39	28	26	97	13	42	30	14	97	22	38	23	18	97	27	38	21	14
19	99	10	28	36	25	99	13	40	32	14	99	24	36	28	11	99	30	26	32	11

Texas English Language Proficiency Assessment System - Grades 3-12

Testing Year	Listening					Speaking					Reading					Writing				
	Number of Students Rated	Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Beginning	Intermediate	Advanced	Adv. High
		Percent of Students At Each Rating					Percent of Students At Each Rating					Percent of Students At Each Rating					Percent of Students At Each Rating			
18	159	7	18	51	24	159	5	25	55	14	160	6	26	51	17	158	4	19	37	40
19	172	8	20	39	33	172	14	24	35	26	171	10	36	29	26	169	7	12	40	41



Yearly Progress in TELPAS Composite Rating

GRADES	Number of Matched Students	Students Assessed in Both 2018 and 2019 (Includes Students in Grades 1-12)							
		Students Who Progressed One Proficiency Level from 2018 to 2019		Students Who Progressed Two Proficiency Levels from 2018 to 2019		Students Who Progressed Three Proficiency Levels from 2018 to 2019		Students Who Progressed at Least One Proficiency Level from 2018 to 2019	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1-2	60	32	53	6	10	1	2	39	65
3-12	152	61	40	3	2	0	0	64	42



STAAR 2019

Elementary Campus Results/Comparisons – Reading

School	3 rd Grade			4 th Grade			5 th Grade		
	2017	2018	2019	2017	2018	2019	2017*	2018*	2019*
Ridgewood	81%	96%	88%						
Taft	76%	84%	88%						
Van Buren	89%	92%	96%						
Woodcrest	73%	82%	85%						
Groves Elementary				86%	77%	79%	92%	91%	91%
Port Neches Elementary				81%	75%	87%	91%	91%	92%

*Scores Reflect 2nd Administration

STAAR 2019

Elementary Campus Results/Comparisons – Math



School	3 rd Grade			4 th Grade			5 th Grade		
	2017	2018	2019	2017	2018	2019	2017*	2018*	2019*
Ridgewood	89%	94%	87%						
Taft	85%	81%	86%						
Van Buren	96%	99%	96%						
Woodcrest	84%	83%	89%						
Groves Elementary				88%	86%	85%	97%	94%	93%
Port Neches Elementary				87%	81%	85%	89%	93%	96%

*Scores Reflect 2nd Administration

STAAR 2019

Elementary Campus Results/Comparisons



Writing	4th Grade		
School	2017	2018	2019
Groves Elementary	80%	66%	62%
Port Neches Elementary	79%	68%	84%
Science	5th Grade		
School	2017	2018	2019
Groves Elementary	90%	87%	81%
Port Neches Elementary	89%	88%	90%

STAAR 2019

Middle School Campus Results/Comparisons – Reading



School	6 th Grade			7 th Grade			8 th Grade		
	2017	2018	2019	2017	2018	2019	2017*	2018*	2019*
Groves Middle	82%	74%	74%	75%	75%	84%	93%	83%	86%
Port Neches Middle	79%	76%	79%	80%	79%	84%	90%	90%	87%

*Scores Reflect 2nd Administration

STAAR 2019

Middle School Campus Results/Comparisons – Math



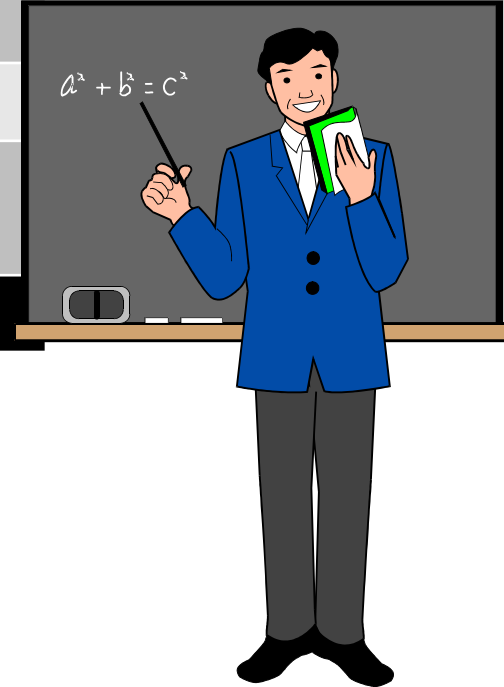
School	6 th Grade			7 th Grade			8 th Grade		
	2017	2018	2019	2017	2018	2019	2017*	2018*	2019*
	Groves Middle	87%	83%	84%	72%	70%	84%	88%	87%
Port Neches Middle	83%	88%	90%	70%	72%	81%	94%	90%	85%

*Scores Reflect 2nd Administration

STAAR 2019

Middle School Algebra I EOC

School	8 th Grade		
	2017	2018	2019
Groves Middle	100%	100%	100%
Port Neches Middle	100%	100%	100%



STAAR 2019

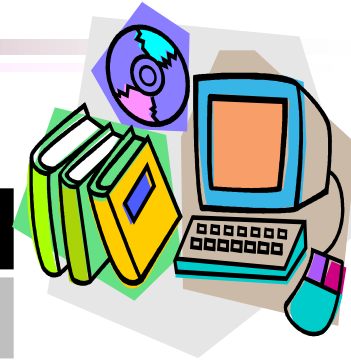
Middle School Campus Results/Comparisons – Writing

School	7 th Grade		
	2017	2018	2019
Groves Middle	71%	66%	70%
Port Neches Middle	76%	79%	81%



STAAR 2019

Middle School Campus Results/Comparisons Science/Social Studies



Science	8 th Grade			
	School	2017	2018	2019
Groves Middle		76%	72%	78%
Port Neches Middle		81%	75%	83%

Social Studies	8 th Grade			
	School	2017	2018	2019
Groves Middle		57%	60%	64%
Port Neches Middle		65%	59%	62%



2019 May EOC Results

State and Region Comparisons

Subject	PNGHS	Region 5	State
Algebra I	*85%	81%	84%
Biology	92%	86%	88%
English I	73%	62%	63%
English II	74%	63%	67%
U.S. History	96%	88%	93%

Scores Reflect First-Time Testers

*Algebra I Score includes MS and HS

STAAR 2019

District Results

Reading Grades 3-8

Grade	2017	2018	2019
3	81%	88%	89%
4	83%	76%	83%
*5	92%	91%	91%
6	80%	75%	76%
7	78%	77%	84%
*8	92%	87%	86%

*Scores Reflect 2nd Administration

STAAR 2019

District Results

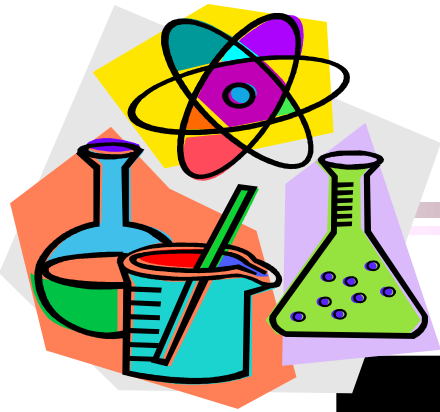
Math Grades 3-8

Grade	2017	2018	2019
3	89%	88%	89%
4	87%	83%	85%
*5	93%	94%	95%
6	85%	86%	87%
7	71%	71%	83%
*8	91%	89%	87%

*Scores Reflect 2nd Administration

STAAR 2019

District Results



Grade	Subject	2017	2018	2019
4	Writing	80%	67%	73%
7		73%	73%	75%
5	Science	89%	88%	85%
8		78%	74%	80%
8	Social Studies	61%	59%	63%



STAAR 2019

State and Region Comparisons

Reading Grades 3-8

Grade	PNGISD	Region 5	State
3	89%	72%	76%
4	83%	70%	74%
*5	91%	80%	86%
6	76%	60%	66%
7	84%	69%	74%
*8	86%	80%	84%

*Scores Reflect 2nd Administration

STAAR 2019

State and Region Comparisons

Math Grades 3-8

Grade	PNGISD	Region 5	State
3	89%	71%	78%
4	85%	68%	74%
*5	95%	82%	89%
6	87%	73%	79%
7	83%	67%	73%
*8	87%	82%	87%

*Scores Reflect 2nd Administration

STAAR 2019

State and Region Comparisons

Grades 4, 5, 7, 8



Grade	Subject	PNGISD	Region 5	State
4	Writing	73%	61%	65%
7		75%	66%	69%
5	Science	85%	66%	74%
8		80%	73%	79%
8	Social Studies	63%	59%	67%



PNG ISD Student Achievement: Domain I

	2018	2019	
Approaches	82%	84%	+2
Meets	53%	54%	+1
Masters	22%	23%	+1



Student Achievement Domain

Scaled Score Comparison

STAAR 2018 to 2019, 83 to **85** (40%) **+2**

CCMR 2018 to 2019, 85 to **94** (40%) **+9**

Graduation Rate 2018 to 2019, 90 to **90** (20%)

Overall Domain I: 2018 to 2019, 85 to 90 +5 A



School Progress Domain

Part A: Student Growth – Reading and Math

- School Progress, Part A: Student Growth includes all assessments with a STAAR progress measure. Districts and campuses earn credit for results that **maintain proficiency** or **meet growth expectations** on STAAR.
- PNG ISD Scaled Score: 2018 to 2019
- **70 to 73 +3 C to C**



Relative Performance: Measuring School Progress

Part B: Relative Performance

- Relative Performance evaluates the **achievement of all students (STAAR and CCMR averaged)** relative to districts or campuses with similar socioeconomic statuses.
- PNG ISD Scaled Score: 2018 to 2019
- **78 to 91 +13 A**
- ED% 46.3%



PNG ISD Closing The Gaps: Domain III

Strength

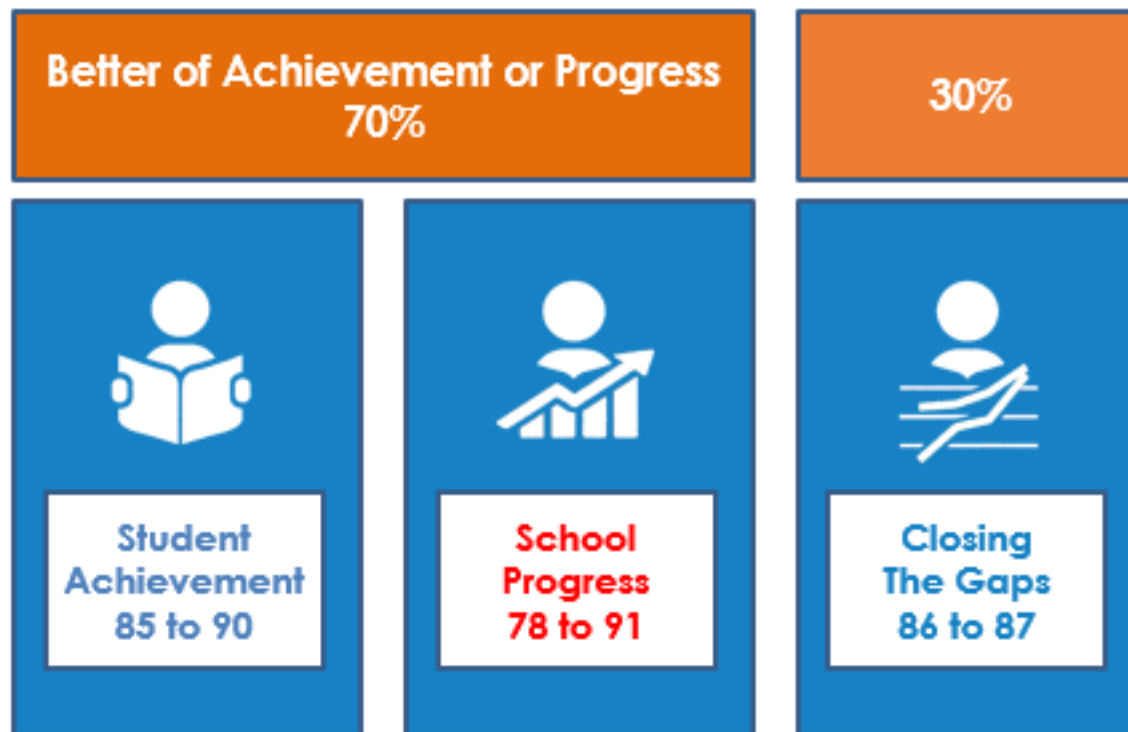
CCMR, ELP Status and Academic Achievement (Meets Level)

Opportunity For Growth

Federal Graduation Rate

2018 to 2019 86 to 87 +1 B to B

Calculating an Overall Rating



Overall: 85 to 90 +5 A

Accountability Ratings



- ❖ Port Neches-Groves ISD – A
- ❖ Ridgewood – B
- ❖ Taft – B
- ❖ Van Buren – A
- ❖ Woodcrest – B
- ❖ Groves Elementary – B
- ❖ Port Neches Elementary – B
- ❖ Groves Middle School – C
- ❖ Port Neches Middle School – C
- ❖ Port Neches-Groves High School – B



2019 Texas Education Agency Academic Distinctions



Taft Elementary

- ❑ Academic Achievement in English Language Arts/Reading
- ❑ Top 25% Comparative Closing the Gaps
- ❑ Postsecondary Readiness

Van Buren Elementary

- ❑ Top 25% Comparative Closing the Gaps
- ❑ Postsecondary Readiness

Woodcrest Elementary

- ❑ Academic Achievement in English Language Arts/Reading
- ❑ Top 25% Comparative Closing the Gaps
- ❑ Postsecondary Readiness

Groves Elementary

- ❑ Academic Achievement in English Language Arts/Reading
- ❑ Academic Achievement in Math
- ❑ Top 25% Comparative Closing the Gaps
- ❑ Postsecondary Readiness

Port Neches Elementary

- ❑ Academic Achievement in Science

Port Neches-Groves High School

- ❑ Postsecondary Readiness

STAAR 2019

2019 Data Sources

- Summary Reports
- Cumulative Summary Reports

2018-2019 PNGISD ESL/Bilingual Annual Program Evaluation

2018-2019 Enrollment:

Enrollment Status	Number of Students
ESL	299
Bilingual (PreK and K)	19
Parent Denials	4
Monitored	82
Students Reclassified for 19-20	25

PNGISD currently has approximately 17 different languages spoken. A few besides English are Albanian, Arabic, Pushto, Urdu, Telegu, Vietnamese, Sindhi, Malayalam, Spanish.

2018-2019 Employees Certified:

Positions/Certification	Number of Employees
Classroom ESL Certified	56
Classroom Bilingual Certified	2
District ESL Specialist	7
ESL Paraprofessional	1

2018-2019 Professional Opportunities:

- Various Region 5 Workshops throughout the year
- Region 4 Bilingual Conference (10 participates)
- Seidlitz Sheltered Instruction (188 participates)
- ESL Supplemental Exam Training (43 participates)

Bilingual Exception:

An exception was filed and approved by TEA for the school year. The exception was filed for 6 classroom teachers, one per grade level K-5. Taft and Groves Elementary were the named campuses in the exception.

Summer Program:

The district offered a summer program for any ESL/Bilingual students who would be entering Kindergarten or First grade for the 2018-2019 school year. The program was housed at West Groves Education Learning Center and we had 23 students from throughout the district attend.

Academic Progress:

This information is included in the annual district accountability presentation.

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: October 14, 2019

AGENDA ITEM: Consider Approval of 2019-2020 Targeted Improvement Plans for State & Federal Accountability

Although Groves Middle School and Port Neches Middle School received an overall C rating for state accountability, they received a D in Domain 3 “Closing the Gaps” which requires a Targeted Improvement Plan for improvement. Although PN-G High School and Taft Elementary earned an overall B rating for state accountability, they were identified under ESSA for *Additional Targeted Support*, which also requires a Targeted Improvement Plan for improvement.

Recommendation: It is recommended that the Board of Trustees approve the 2019-2020 Targeted Improvement Plans for PNGHS, PNMS, GMS, and Taft Elementary.

Resource Personnel: Dr. Brenda Duhon, Assistant Superintendent for Curriculum and Instruction/Technology
Dr. Scott Ryan, PNGHS Principal
Crystal Werkheiser, High School Curriculum Coordinator
Kyle Hooper, PNMS Principal
Dr. Paul Bryan, GMS Principal
Tanya Davis, Middle School Curriculum Coordinator
Staci Gary, Taft Elementary Principal
Roxanne Ferguson, Elementary Curriculum Coordinator

Port Neches-Groves Independent School District

Port Neches-Groves High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Student Academic Achievement

Student Academic Achievement Summary

*Includes middle school and high school Algebra I for comparison to state and region scores which include both.

Passing rates on all EOC assessments met or exceeded region and state rates. However, our English I and English II scores are lower than we would like.

Target areas also include:

- re-testers in all subjects
- meets and masters level on all subjects

4-Year Graduation Rate (Class of 2017): 95.3%

5-Year Graduation Rate (Class of 2016): 96.1%

Annual Dropout Rate (Gr. 9-12 SY 2016-2017): 0.8%

STAAR EOC	Approaches	Meets	Masters
English Language Arts I	73	57	7
English Language Arts II	74	61	6
Mathematics	85	63	33
Science	92	64	14
Social Studies	96	81	50

Student Academic Achievement Strengths

- PNGHS students exceeded Region 5 passing percentages in all five tested subjects for Approaches Grade Level, Meets Grade Level, and Masters Grade Level.
- Permanent ESL staff member is now available to support teachers and EL students at the high school.
- Continued integration for many high school students into grade-level courses through inclusion.
- SPED Vocational Work Period provides opportunities for transition to career and work readiness.
- Continue providing semester credit recovery class for English I, English II, English III, Algebra I, Geometry, and Government to prevent dropouts.

- High completion rate.
- Low dropout rate.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English teachers need consistency throughout the department and continual opportunities for staff development in order to improve scores. **Root Cause:** High turnover in the English department.

Problem Statement 2: SPED students are not showing knowledge of grade level concepts in applied courses. **Root Cause:** SPED students are not exposed to grade level content with a teacher certified to teach a specific general ed. subject.

Problem Statement 3: Our students had a low achievement rate for masters level on all subjects. **Root Cause:** Focus of academic success has been on passing the tests, not advanced scores.

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause:** Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.

Goal 1: PNGHS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

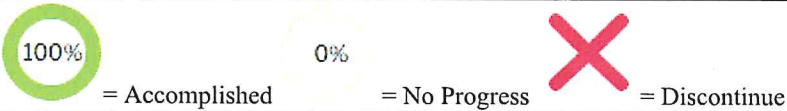
Performance Objective 3: All students will meet the STAAR Approaches standard.

Evaluation Data Source(s) 3: Grades, Teacher Observation, STAAR Results

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve reading abilities for all students with a concentration on : White students Asian students Special Education Students	Principal, Curriculum Coordinator; Teachers	Emphasis on curriculum alignment will lead to increased student success.			
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve math abilities for all students with a concentration on Special Education Students.	Principal, Curriculum Coordinator; Teachers	Emphasis on curriculum alignment will lead to increased student success.			
3) Provide morning and afternoon tutorial sessions.	Principal	Tutorials will lead to increased student success			
4) Monitor progress of students.	Principal, Teachers	Bench marking and STAAR data will lead to increased student success.			
5) Include Special Education students in the general education classroom when appropriate.	Principal, Counselors, Diagnosticians, Director of Special Education				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) Implement Department Head positions in order to support horizontal and vertical alignment within subjects and departments.	Principal, Curriculum Coordinator	Teacher collaboration will lead to increase student success.			
7) Improve Special Education STAAR scores in all tested subject by 10% with the following: Workshops for Teachers Monitor teacher Instruction Department Meetings Implement all IEPs and discuss with Diagnosticians as needed	Principal, Curriculum Coordinator; Director of Special Education; Special Education Teachers	Teacher collaboration will lead to increase student success.			
TEA Priorities Build a foundation of reading and math 8) STAR programs will be utilized for progress monitoring for all students in English I, English II, and Algebra.	Principal, Curriculum Coordinator; Teachers	Utilization of the STAR program will lead to increased student success.			
Additional Targeted Support Strategy 9) Target all STAAR failures and work with identified students during the regular class period and during tutorials in order to increase Growth Status in all tested subjects with an emphasis on the White, English Learner, Asian, and Special Education populations.	Principal, Curriculum Coordinator; Teachers	Targeting failures will lead to increased student growth.			
Additional Targeted Support Strategy 10) Review Special Education students disabilities, strengths, and weaknesses as well as class assignments in order to determine if placement is best for accessing the general education curriculum.	Principal; Diagnosticians, Special Education Counselor, Teachers	Reviewing student placements will lead to increased student success.			
11) EL students will receive individualized instruction from ESL certified English teachers and special assistance through a supplemental program by having ESL classes for the students to attend.	Principal, ESL certified Teachers, ESL Specialist	Individualized instruction will lead to increased student success.			
					

Goal 13: PNGHS will develop campus instructional leaders with clear roles and responsibilities.

Performance Objective 1: Instructional leadership team adds structure to two specific areas -




1. Installing Department Head Teacher Leaders for departments to facilitate effective collaborative planning, data analysis, and reteach plans.
2. Effective and regular Instructional Leadership Team meetings so that we are more strategic in how we plan our time, including which and how frequently campus administration observe teachers.

Evaluation Data Source(s) 1: Department Meeting Agendas, Campus Leadership Role Descriptions, Instructional Leadership Team Meeting Agendas

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Establishment of recurring bi-weekly Instructional Leadership Team meetings.	Principal	Effective and regular Instructional Leadership Team meetings so that we are more strategic in how we plan our time, including which and how frequently campus administration observe teachers will increase student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 2) Establish Department Head Teacher Leaders in order to better support data analysis practices.	Principal	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 3) Department Head Teacher Leaders will be trained on component parts of data analysis including technology programs in order to support teachers.	Principal, Curriculum Coordinator	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 4) Every Department Meeting will include a focused on planning with real-time guidance from Department Head Teacher Leaders.	Principal, Curriculum Coordinator, Department Head Teacher Leaders	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.			
Problem Statements: Student Academic Achievement 4					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
	 = Accomplished	 = No Progress	 = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. Root Cause 4: Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.</p>

Goal 14: PNGHS will provide data-driven instruction to all students.




Performance Objective 1: The Instructional Leadership Team which includes Department Head Teacher Leaders and Campus Administration will focus on the implementation of data analysis procedures using high-quality tests for to encourage strong data-driven instruction practices.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Continue to use DMAC to track data for Department Head Teacher Leaders and teachers.	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	Teachers, Department Head Teacher Leaders, and Campus Administration will track data for all common assessments and benchmark testing in order to increase student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 2) Increase the use of common assessments in order to include retest of retaught standards	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	The increased the use of common assessments that include retest of retaught standards will increase student success.			
Problem Statements: Student Academic Achievement 4					
Additional Targeted Support Strategy 3) Teachers and Department Head Teacher Leaders will track data for all common assessments and benchmark testing.	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	Teachers, Department Head Teacher Leaders, and Campus Administration will track data for all common assessments and benchmark testing in order to increase student success.			
Problem Statements: Student Academic Achievement 4					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
	 = Accomplished	 = No Progress	 = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. Root Cause 4: Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.</p>

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.
3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Schoolwide routines: Campus leader roles and	Sept. 15	S. Ryan, C. Werkheiser
Campus Leader team meetings: meeting facilitation,	Sept. 4	S. Ryan
Teacher team meetings: meeting facilitation, activities,	Sept. 7, Sept. 13	C. Werkheiser

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team job descriptions	May 2019	S. Ryan, C. Werkheiser
Leadership team meeting agendas and minutes	August 2019	C. Werkheiser
Leadership team sample calendars		
Leadership team member goals and performance		

Essential Acton 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher induction training	August 2019	B. Duhon, J. Gauthier, T. Davis, R. Ferguson, C. Werkheiser
Teacher leader training	October 2019	S. Ryan, C. Werkheiser
Teacher leader facilitation of teacher team meeting	August 2019	S. Ryan, C. Werkheiser

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Induction schedules and content	August 2019	B. Duhon, J. Gauthier, T. Davis, R. Ferguson, C. Werkheiser
Teacher assignment charts with rationale provided	July 2019	S. Ryan, C. Werkheiser
Teacher leadership selection criteria	June 2019	S. Ryan, C. Werkheiser

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Hallway transitions	Ongoing	S. Ryan
Classroom Artifacts (posters, posted rules, bulletin boards,	March 2020	S. Ryan
Artifacts related to school mission, vision, values	March 2020	S. Ryan

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Campus Improvement Plan that includes mission, vision,	March 2020	S. Ryan
School vision, mission, goals development process including	March 2020	S. Ryan
Campus climate surveys with questions, results, response	March 2020	S. Ryan, C. Werkheiser

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: use of instructional materials	Aug 2019-May 2020	S. Ryan, C. Werkheiser, J. Deckert, B. McPhatter, D. Sandell
Teacher team meeting observation: meeting agenda,	Aug 2019-May 2020	S. Ryan, C. Werkheiser

Teacher professional development	Aug 2019-May 2020	S. Ryan, C. Werkheiser
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Sample Scope and Sequences	August 2019	C. Werkheiser
Sample Assessments	August 2019	C. Werkheiser
Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: lesson plan execution	August 2019-May 2020	S. Ryan, C. Werkheiser, J. Deckert, B. McPhatter, D. Sandell
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan samples with feedback provided	August 2019-May 2020	S. Ryan, C. Werkheiser, J. Deckert, B. McPhatter, D. Sandell
Essential Acton 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher team meeting observation: meeting agenda,	August 2019	C. Werkheiser
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
PLC/Data Meeting Agendas	August 2019	C. Werkheiser

Essential Action 1.1: Campus instructional leaders
(principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>	We have a job description list for all administrators and support staff. We have scheduled times for PLC meetings every six weeks. We have a weekly schedule for administrative walkthroughs.	Work is underway
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>	We have scheduled BOY, MOY, and EOY goal meetings with all employees.	Substantially in place and functioning
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>	Department Head teachers have agendas for all meetings.	Work is underway
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>	Department Head teachers lead meetings with written agendas, meeting minutes, and follow up meetings with Principal and Curriculum Coordinator.	Work is underway
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>	Principal's calendar reflects scheduled informal and formal observations for all new teachers. Principal leads administrative meetings where PLC topics, data, and observation feedback are discussed.	Substantially in place and functioning
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action Reflection

Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above.	1 - Not Yet Started	3
	2	
	3	
	4	
	5 - Fully Implemented	

Essential Action 5.3: Data-driven instruction

Directions

1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>		Not Yet Started
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>	Teachers analyze data to identify trends in student misconceptions and determine root causes in department meetings.	Work is underway
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		
to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners	<i>Master schedule includes at least one block weekly for teacher teams to meet</i>	Department meeting agendas reflect discussions of student data and possible adjustments to instructional delivery.	Work is underway
	<i>Teacher team meeting agendas are developed utilizing a common protocol</i>		
	<i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i>		
and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster	<i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i>		Not Yet Started
	<i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i>		

Essential Action Reflection

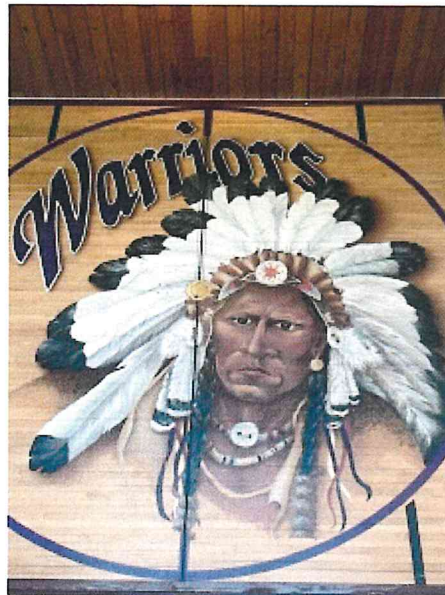
Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	2
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Port Neches-Groves Independent School District

Port Neches Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Student Academic Achievement

Student Academic Achievement Summary

PNMS has a history of high performance on standard testing, UIL, band, choir, athletics and many other local and statewide competitions. PNMS has always met AYP. PNMS overall student scores continue to be the best in our local 5A region. PNMS was voted best middle school in our area in 2013, 2015, 2016 & 2017. PNMS has proudly won Sweepstakes in band the past 28 years. PNMS has numerous All Region Band and Choir members. PNMS Robotic Team has competed on the state level for several years.. PNMS has proudly competed on the highest levels in Football, Volleyball, Basketball, and Track. In the past 6 years PNMS has won 21 district championships in various sports. PNMS students have placed in VFW Patriot Pen Essay contest. Students at PNMS have placed in the top 3 in many essay contests in the Beaumont area. PNMS has always met standard.

PNMS CATE students work in conjunction with Huntsman Refinery in building birdhouses for migrating water fowl and help in other district projects. They also work with local businesses to provide furniture.

Student Academic Achievement Strengths

- EOC Algebra I 100% passing
- Math, Reading and Writing on all levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Eighth grade Social Studies student scores are below state average. **Root Cause:** All students, Hispanic, white, and economically disadvantaged students continue to score below state average.

Problem Statement 2: Student Achievement rates between Special Education and Regular Education Students are disproportional. **Root Cause:** STAAR Achievement rates of Special Education compared to Regular Education Students in Reading and Math.

Problem Statement 3: Failure to have student growth in all subjects. **Root Cause:** Decrease in the passing percentage of 8th grade Social Studies STAAR.

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause:** Student STAAR weighted performance by economically disadvantaged and Hispanic students in writing, science and social studies. White ,Asian, ELL, Special Education, Non -Continuously enrolled all subjects.

Goals

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: 1. All students will meet the STAAR passing standard. Target areas are as follows:

All students Social Studies 80%.

STAAR Achievement Rates Special Education 80%.

Performance rates will increase by 10% with all students from 6th to 7th and 8th grades on all standard testing.

Increase STAAR scores for Science by 10%

Increase Academic Achievement for White Students in Reading and Math

Increase Growth Status for White Students in Reading and Math and Student Success Status.

Increase Academic Achievement for Asian Students in Reading and Math

Increase Growth Status for Asian Students in Reading and Math and Student Success Status

Increase Student Growth for Special Ed. Current in Academic Achievement Reading and Math.

Increase Growth Status for Special Ed. Current in Reading and Math.

Increase Student Success Status for Special Ed. Current Students.

Increase Special Education and ELL learners for Academic Achievement.

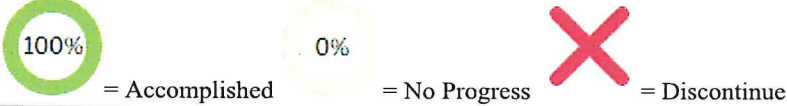
Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Emphasize test-taking skills/tips for all tests		Teacher	Test-taking tips will lead to increase student success			
			Final results of STAAR data			
Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
2) Provide Tutorial session		Teachers	Tutorials will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
3) Personal, Peer and Teacher evaluation of written work		Teachers, Students	Evaluation of work will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
4) Provide differential instruction to offer each student an optimal learning environment		Teachers	Daily work and Teacher test will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
5) Monitor Progress of students		Faculty, Principal	Benchmarking and STAAR data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
6) Include Special Education students in regular classes when appropriate.		Counselor, Principal	Teacher tests and STAAR data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
7) Practice Academic Reading in all classes.		Teachers	Teacher made tests and STAAR Reading test will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
8) Focus on Academic Vocabulary		Teachers	Teacher made tests will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
9) Emphasize effective Study Skills.		Teachers	Teacher made test will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
10) Develop Critical Thinking		Teachers	Teacher made assignments, Reading Benchmark, Math Benchmark will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
11) Cooperative Learning.		Teachers	Teacher made test will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 12) Mini-Skills Units a. American History and STAAR terminology b. Development of Political Parties c. Primary Sources documents		Teachers	Teacher made assessments, Social Studies STAAR data will lead to increase student success			
Funding Sources: Campus Funds - 0.00						
Additional Targeted Support Strategy 13) Target Weak Areas a. Issues and Events in U.S. History b. Political influences on history		Teachers	Social Studies STAAR data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
Additional Targeted Support Strategy 14) Cross-Curriculum Activities a. Historical Novels b. Interdisciplinary Studies c. Grade Level Activities		Teachers	Teacher made assessments will lead to increase student success			
Funding Sources: Campus Funds - 0.00						
15) Provide Opportunities for Off-Campus Learning a. Field Trips b. Special Presentation Venues/Guest Speakers		Teachers	Teacher Assessments will lead to increase student success			
Funding Sources: Campus Funds - 0.00						
16) Economically Disadvantage and Hispanic Social Studies a. Encourage use of Year to Glance b. Encourage use of Instructional Focus Documents c. Early Benchmark Testing d. Workshops for Teachers e. Supplemental material f. Curriculum meetings with Middle School Curriculum Coordinator g. Individual meetings with 8th grade Social Studies teachers		Principal Curriculum Coordinator	Social Studies STAAR data Benchmark Assessment Data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
17) 20) Use Science Starters for Grades 7 and 8.		Principal, Teachers	Daily Walk Throughs will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
18) Implement 2 week review of Social Studies TEKs prior to testing.		Principal	Social Studies STAAR data			
19) Cross-Curricular Activities via 6th grade ELA classes		Curriculum Coordinator, Principal	Social Studies and STAAR data will lead to increase student success			
Comprehensive Support Strategy 20) Region 5 workshops, Department Meetings, and Social Studies Department meetings with GMS		Principal, Curriculum Coordinator	Social Studies and STAAR data will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
Additional Targeted Support Strategy 21) Improve Special Ed. Reading and Math STAAR scores by 10% a.) Workshop for teachers b.) Monitor teacher instruction c.) Department Meetings d.) Implement all IEPs and discuss with Case Manager as needed			These will lead to increase student success			
Funding Sources: 199 - General Fund - 0.00						
Additional Targeted Support Strategy 22) Improve All 7th grade STAAR subjects a.) Lesson Planning b.) Workshops for teacher		Principal	STAAR data will lead to increase student success			
ESF Levers Lever 1: Strong School Leadership and Planning		Principal	Increase department specific focus and gains			
23) Utilize Team Leaders	Problem Statements: Student Academic Achievement 4					
Funding Sources: 199 - General Fund - 0.00						
ESF Levers Lever 5: Effective Instruction		Leadership Team	Increase focus areas of strength and need in instruction			
24) Data Disaggregation to increase data driven instruction	Problem Statements: Student Academic Achievement 4					
Funding Sources: 199 - General Fund - 0.00						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause 4:** Student STAAR weighted performance by economically disadvantaged and Hispanic students in writing, science and social studies. White ,Asian, ELL, Special Education, Non -Continuously enrolled all subjects.

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.
3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Schoolwide routines: Campus leader roles and	August, 2019	K. Hooper, P. Bryan
Campus Leader team meetings: meeting facilitation,	August, 2019	T. Davis, K. Hooper
Teacher team meetings: meeting facilitation, activities,	August, 2019	K. Hooper, P. Bryan

Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team job descriptions	October 2019	K. Hooper, T. Davis
Leadership team member goals and performance	October 2019	K. Hooper, T. Davis
Leadership team meeting agendas and minutes	October 2019	K. Hooper, T. Davis

Essential Acton 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher induction training	August 2019	B. Duhon, J. Gauthier, T. Davis
Teacher leader training	October 2019	K. Hooper, T. Davis
Teacher leader facilitation of teacher team meeting	November 2019	K. Hooper, T. Davis, P. Bryan

Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Staff selection tools (rubrics, questions, performance tasks)	Summer 2019	K. Hooper
Induction schedules and content	August 2019	K. Hooper
Teacher leadership selection criteria	September 2019	K. Hooper, T. Davis

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts related to school mission, vision, values	August 2019	K. Hooper, R. Nichols
Classroom Artifacts (posters, posted rules, bulletin boards,	September 2019	K. Hooper, R. Nichols
Classroom systems and routines	September 2019	K. Hooper, R. Nichols

Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Schoolwide student culture routines, procedures, systems	August 2019 - Ongoing	K. Hooper, R. Nichols
Campus Improvement Plan that includes mission, vision,	October 2019 - Ongoing	K. Hooper, R. Nichols
Campus climate surveys with questions, results, response	April 2019	K. Hooper, R. Nichols

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher professional development	August 2019 - Ongoing	T. Davis
Teacher team meeting observation: meeting agenda,	Fall 2019 - Ongoing	T. Davis, K. Hooper

Classroom observation: use of instructional materials	September 2019	K. Hooper, P. Bryan, T. Davis
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Sample Instructional Materials	August 2019	T. Davis, K. Hooper
Sample Scope and Sequences	August 2019 - Ongoing	T. Davis, K. Hooper
Sample Assessments	Fall 2019 - Ongoing	T. Davis, K. Hooper
Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: lesson plan execution	Ongoing	K. Hooper, P. Bryan
Teacher team meeting observation: meeting agenda,	Ongoing	T. Davis, K. Hooper, P. Bryan
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan samples with feedback provided	Ongoing	K. Hooper
Lesson Plan submission and feedback cycle expectations	August 2019	K. Hooper
Essential Acton 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Leadership team meeting observation: meeting agenda,	October 2019	T. Davis, K. Hooper
Teacher team meeting observation: meeting agenda,	October 2019	T. Davis, K. Hooper, P. Bryan
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Progress monitoring and tracking tools	October 2019	T. Davis, K. Hooper
PLC/Data Meeting Agendas	November 2019	T. Davis, K. Hooper

Essential Action 1.1: Campus instructional leaders
(principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>		Not Yet Started
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>		Not Yet Started
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>		Not Yet Started
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>		Not Yet Started
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>		Not Yet Started
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action Reflection

Describe your implementation of Essential Action 1.1 (<i>Campus instructional leadership with clear roles and responsibilities</i>) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	1
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Essential Action 5.3: Data-driven instruction

- Directions**
1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
 2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
 3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>	Dmac data at district, campus, and teacher level, department meetings, BOY and EOY student growth review with appraiser	Work is underway
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>		Not Yet Started
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		
to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners	<i>Master schedule includes at least one block weekly for teacher teams to meet</i>		Not Yet Started
	<i>Teacher team meeting agendas are developed utilizing a common protocol</i>		
	<i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i>		
and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster	<i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i>		Not Yet Started
	<i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i>		

Essential Action Reflection

Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above.	1 - Not Yet Started	2
	2	
	3	
	4	
	5 - Fully Implemented	

Port Neches-Groves Independent School District

Groves Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: C



Groves Middle School A Great Place To Learn!

Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Student Academic Achievement

Student Academic Achievement Summary

Groves Middle School's accountability rating is a C. It has been a Met Standard/Recognized Campus for the previous eight years. Groves Middle rated a B on Student Achievement, a B on School, and a D on Closing Performance Gaps. We will continue to focus on improvement of our STAAR scores in all areas and on all tests. All sub-groups need to improve but the main focus that will need additional targeted support are with students identified in areas as White, Asian, and Two or More Races.

Our Math scores showed 84% approaches grade level. Students who did not meet the math standard on the 2019 STARR test will receive additional instruction. Identified students in all three grades will receive math remediation during their Activity Period to strengthen math skills. Benchmark tests will be used to determine the degree of progress students make throughout the year. Enriched activities will be utilized in designated G/T classes. Inclusion and Co-Teaching classes will be utilized for many students.

Our Reading scores showed 81% approaches grade level. Our focus groups for reading are Economically Disadvantaged and Non-Continuously Enrolled students. Our identified students need to improve their critical thinking skills and the ability to use strategies to analyze material. The reading and language arts curriculum was evaluated and changes were made to improve reading scores. Seventh and eighth students who did not meet minimum expectations on the 2019 STAAR Reading test will be placed in reading classes. Identified students will receive additional help through accelerated reading classes and also during their Activity Period.

The STAAR writing scores were 70% approaches grade level. This is three percent above the state average, but we need to increase the number of students that receive a rating of four on the writing sample. Other areas needing improvement include sentence construction, punctuation, capitalization and spelling.

Our Science scores showed 78% approaches grade level. The STAAR science scores were above the region percentage for 8th grade. We will continue to improve student performance. Our emphasis on using supplemental materials to support the science curriculum will increase in all science classes.

Our Social Studies scores showed 64% approaches grade level. The STAAR social studies scores were above the region percentage for 8th grade. Examination of the curriculum and corrections to the timeline for covering content will be addressed to correct deficiencies and address student success in all social studies classes.

The campus improvement committee agreed that we need to increase the number of students that are achieving above the state average on all STAAR tests. Improved teaching techniques and a clear understanding of the test objectives will help insure improvement in this area.

Student Academic Achievement Strengths

Groves Middle School exhibits student achievement strength in the following areas:

- Above state and region averages for Reading
- Above state and region averages for Math
- 100% passing rate on Algebra I EOC
- Above state and region averages for Writing

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The current 8th Grade Social Studies percent at Grade Level Standard or Above was 27%, which was below the State and District averages. **Root Cause:** District curriculum needs to be aligned with the TEKS in all grades for all Social Studies classes. Critical thinking and higher order thinking skills need to be taught in each Social Studies class.

Problem Statement 2: Index III Closing Performance Gaps needs to be addressed. **Root Cause:** Student performance in multiple reported areas falls below the target for Reading and Mathematics.

Goals

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.




Performance Objective 1: By Spring, 2019, 6th grade, 7th grade and 8th grade students will pass the STAAR Reading test with the following percentages: a. 80 % of African American students will meet the STAAR Reading Standard. b. 80 % of Hispanic students will meet the STAAR Reading Standard. c. 80 % of White students will meet the STAAR Reading Standard. d. 80% of Asian students will meet the STAAR Reading Standard. e. 80 % of Two or More Races meet the STAAR Reading Standard. f. 80 % of Special Ed students will meet the STAAR Reading Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Reading Standard. h. 80 % of ELL students will meet the STAAR Reading Standard.

Evaluation Data Source(s) 1: STAAR Test Results and the TAPR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve reading abilities for all white students to increase academic achievement in Reading.	Curriculum Coordinator, Principal, Language Arts Teachers, Reading Teachers, ESL Teachers	Emphasis on curriculum alignment will lead to increased student success.			
Funding Sources: 199 - General Fund - 300.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
2) Accelerated Reader and STAR programs will be utilized with all students, including ESL, Identified and Special Education students.	Language Arts Teachers, Reading Teachers, Librarian, Principal, ESL Teachers, Special Education Teacher	Utilization of programs will lead to increased student success.			
Funding Sources: 199 - General Fund - 199.00					
Additional Targeted Support Strategy 3) Target all STAAR failures and work with identified students during the regular class period and Homeroom Period in order to increase Growth Status in Reading with an emphasis on the White population.	Curriculum Coordinator, Principal, Language Arts Teachers, Reading Teachers, ESL Teachers	Targeting failures will lead to increased student growth.			
Funding Sources: 199 - General Fund - 400.00					
4) Teach dyslexic students how to cope, adapt, and overcome their reading problems using independently based computer programs.	Curriculum Coordinator, Principal, Dyslexia Teacher, Special Ed Teachers	Teaching coping skills will lead to increased student success.			
Funding Sources: 199 - General Fund - 300.00					
5) Students in the inclusion program will receive supplemental instruction weekly in small group settings.	Principal, Core Teachers, Special Education Teachers, Counselor	Our inclusion program will lead to increased student success.			
Funding Sources: Campus Funds - 0.00					
6) ESL students will receive individualized instruction from ESL Teachers and special assistance through a supplemental program by having ESL classes for the students to attend.	ESL Teachers, Counselor, Principal	Individualized instruction will lead to increased student success.			
Funding Sources: 199 - General Fund - 600.00, 263 - Title III - 1491.00					
7) Use of Researched-based instructional strategies during each grading period.	All teachers	Researched-based instructional strategies will lead to increased student success.			
Funding Sources: Campus Funds - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 8) Review special education students disabilities, strengths and weaknesses, and class assignments to determine if placement is best for accessing the general education curriculum.	Diagnosticians, counselors, teachers, other campus personnel	Reviewing student placements will lead to increased student success.			
Funding Sources: 224 - IDEA - 0.00, Campus Funds - 0.00					
ESF Levers Lever 1: Strong School Leadership and Planning 9) Utilize campus principal and curriculum coordinator as instructional leaders.	Principal	Utilization of leader to increase department specific focus and gains.			
Problem Statements: Student Academic Achievement 2					
ESF Levers Lever 5: Effective Instruction 10) Data disaggregation to increase data driven instruction.	Leadership team	Increase focus on areas of strength/need throughout instruction.			
Problem Statements: Student Academic Achievement 2					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Index III Closing Performance Gaps needs to be addressed. Root Cause 2: Student performance in multiple reported areas falls below the target for Reading and Mathematics.

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.
3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Schoolwide routines: Campus leader roles and	Begin Sept 2019 and review ongoing throughout year.	P. Bryan
Campus Leader team meetings: meeting facilitation,	Begin Sept 2019 and review ongoing throughout year.	P. Bryan, G. Sims, K. Konidis, T. Davis
Teacher team meetings: meeting facilitation, activities,	Begin Sept 2019 and review ongoing throughout year.	P. Bryan, G. Sims, K. Konidis, T. Davis

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team sample calendars	First Semester	P. Bryan, G. Sims, K. Konidis, T. Davis
Leadership team meeting agendas and minutes	First Semester	P. Bryan, G. Sims, K. Konidis, T. Davis
Leadership team member goals and performance	First Semester	P. Bryan, G. Sims, K. Konidis, T. Davis

Essential Acton 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher induction training	August 2019	B. Duhon, J. Gauthier, T. Davis
Mentor Teachers	Ongoing throughout school year	P. Bryan, T. Davis
Hiring Committees	Ongoing throughout school year	P. Bryan, T. Davis, G. Sims

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Staff selection tools (rubrics, questions, performance tasks)	Summer 2019	P. Bryan
Induction schedules and content	August 2019	P. Bryan

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts related to school mission, vision, values	August 2019	P. Bryan, G. Sims, K. Konidis
Campus Artifacts (posters, posted rules, bulletin boards,	September 2019	P. Bryan, G. Sims, K. Konidis
Classroom systems and routines	September 2019	P. Bryan, G. Sims, K. Konidis
Morning Arrival	September 2019	P. Bryan

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
School vision, mission, values artifacts	September 2019 - Ongoing	P. Bryan, G. Sims, K. Konidis
Campus Improvement Plan that includes mission, vision,	September 2019 - Ongoing	P. Bryan, G. Sims, K. Konidis
Campus climate surveys with questions, results, response	September 2019 - Ongoing	P. Bryan, G. Sims, K. Konidis
Schoolwide student culture routines, procedures, systems	September 2019 - Ongoing	P. Bryan, G. Sims, K. Konidis

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher professional development	August 2019 - Ongoing	T. Davis, P. Bryan
Teacher team meeting observation: meeting agenda,	Fall 2019 - Ongoing	T. Davis, P. Bryan

Classroom observation: use of instructional materials	September 2019	P. Bryan, G. Sims, T. Davis
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Sample Instructional Materials	August 2019	T. Davis, P. Bryan
Sample Scope and Sequences	August 2019 - Ongoing	T. Davis, P. Bryan
Sample Assessments	Fall 2019 - Ongoing	T. Davis, P. Bryan
Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: lesson plan execution	Ongoing	P. Bryan, G. Sims
Teacher team meeting observation: meeting agenda,	Ongoing	P. Bryan, G. Sims, T. Davis
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan samples with feedback provided	Ongoing	P. Bryan
Lesson Plan submission and feedback cycle expectations	August 2019	P. Bryan
Essential Acton 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Leadership team meeting observation: meeting agenda,	October 2019	T. Davis, P. Bryan
Teacher team meeting observation: meeting agenda,	October 2019	T. Davis, P. Bryan, G. Sims
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Progress monitoring and tracking tools	October 2019	T. Davis, P. Bryan
PLC/Data Meeting Agendas	November 2019	T. Davis, P. Bryan

Essential Action 1.1: Campus instructional leaders
(principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>		Not Yet Started
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>		Not Yet Started
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>		Not Yet Started
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>		Not Yet Started
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>		Not Yet Started
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action Reflection

Describe your implementation of Essential Action 1.1 (<i>Campus instructional leadership with clear roles and responsibilities</i>) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	1
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Essential Action 5.3: Data-driven instruction

Directions

1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>	Dmac data at district, campus, and teacher level, department meetings, BOY and EOY student growth review with appraiser	Work is underway
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>		Not Yet Started
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		
Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	<i>Master schedule includes at least one block weekly for teacher teams to meet</i>		Not Yet Started
	<i>Teacher team meeting agendas are developed utilizing a common protocol</i>		
	<i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i>		
Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.	<i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i>		Not Yet Started
	<i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i>		

Essential Action Reflection

Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above.	1 - Not Yet Started	2
	2	
	3	
	4	
	5 - Fully Implemented	

Port Neches-Groves Independent School District

Taft Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 9, 2019

Public Presentation Date: September 9, 2019

Targeted Improvement Plan for Federal Accountability

2 focus areas from self-assessment:

Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities			
Directions			
1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.			
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.			
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.			
Essential Action 1.1: Evidence Collection and Analysis			
Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>	Principal has job description including key duties. Appraisal information has been given. Walkthroughs have started.	Work is underway
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>	Goals are written into the DMAC system by all professional employees in August.	Substantially in place and functioning
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>	Campus professionals observing professionals groups have been formed and are being utilized.	Work is underway
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>	Teachers collaboratively plan together weekly if not daily during conference periods. Teachers analyze data after each window of assessment.	Work is underway
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>	Campus professional development is on going	Work is underway
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action 5.3: Data-driven instruction			
Directions			
1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.			
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.			
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.			
Essential Action 5.3: Evidence Collection and Analysis			
Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>	We are constantly looking at and analyzing both progress monitoring data along with classroom assessments.	Substantially in place and functioning
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>	Teachers meet weekly if not daily to discuss data, concepts taught, gaps in lessons and reteaching plans.	Substantially in place and functioning
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		

Taft Elementary – 2019-2020 Areas of Focus

Federal Accountability Initiatives
<ul style="list-style-type: none">• Leveled SAT groups based on beginning of year screening scores to intervene at the students' instructional level• Target our white subgroup students during SAT time• Start STAAR formatted resources sooner• Conduct after school tutoring for white subgroup starting in October• Intervention changes after practice STAAR tests, specifically targeting our white subgroup• Conduct strategic walkthroughs during SAT and intervention times• Review classroom teacher tracking sheets weekly• Conduct weekly grade level meetings PLCs to discuss academic progress• Target STAAR Level of Concern areas based on DMAC reports
Other Academic and Behavior Initiatives
<ul style="list-style-type: none">• Focus on behavior guidance and possibly utilize personnel for content mastery/cool down opportunities.• Conduct after school tutoring for Harvey impacted students starting in October• Expanded Professionals Observing Professionals• 2:15-2:45 Tribe Time Interventions• Expanded Bilingual Support
Reading
<ul style="list-style-type: none">• All of K-3 will use the new ELAR Adoption materials and resources with minor tweaks and supplementing as needed.• Reading/Writing Academic Vocabulary campus focus as we continue to focus more on writing especially with STAAR testing changes.• Teachers will document ELAR progress on individual tracking sheets• We have an ELAR academic vocabulary word on the morning announcements each week. Classroom teachers reinforce this word with class activities.
Math
<ul style="list-style-type: none">• Teachers will continue to utilize Pearson Math Program (K-3) and track topic test scores on tracking sheet along with STAR Early Literacy and STAR math data.• IXL will also be utilized more especially with groups going to the computer time during SAT time.
Teacher & Student Attendance
<ul style="list-style-type: none">• The nurse will phone home each day for students who are absent and will provide a slip in teachers' boxes letting them know the reason the student is absent.• Provide incentives for student attendance each six weeks.• Principal will phone home or send attendance warning letter for excessive absences.
Accountability Goal
<ul style="list-style-type: none">• State Accountability Goal: strive for higher B or A scores across the domains and all four distinctions, see attached results for 2019• Federal Accountability Goal: meet all requirements to not have any areas to target in 20-21

[Back to Finder](#)

TAFT EL

District: [PORT NECHES-GROVES ISD](#)

Grades Served: K-3

OVERVIEW



HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19

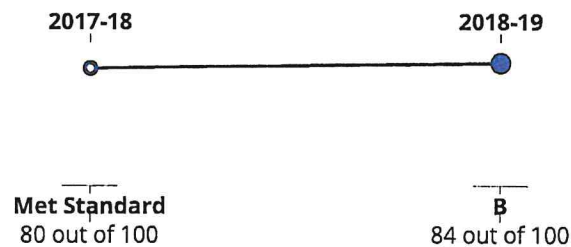


84 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

[Tell Me More](#)

CHANGE OVER TIME



This shows how overall performance at the school has changed over time.





OVERALL PERFORMANCE DETAILS



STUDENT ACHIEVEMENT



83 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

[Additional Details](#)



SCHOOL PROGRESS



85 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

[Additional Details](#)



CLOSING THE GAPS



80 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Additional Details

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?



ACADEMIC ACHIEVEMENT IN MATHEMATICS



POST-SECONDARY READINESS



ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING



TOP 25%: COMPARATIVE CLOSING THE GAPS



ADDITIONAL TARGETED SUPPORT

[Tell Me More](#)



Texas Education Agency (TEA)

1701 N. Congress Avenue

Austin, TX 78701

(512) 463-9734



This website is maintained by the Texas Education Agency

<https://tea.texas.gov/>

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
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3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Acton 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher team meetings: meeting facilitation, activities,	September 5, 2019	Principal, Teachers
Teacher team meetings: meeting facilitation, activities,	September 12, 2019	Principal, DCSI, Teachers, Specialists
Teacher team meetings: meeting facilitation, activities,	Daily Conference Times	Teachers

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team meeting agendas and minutes	September 5, 2019	Principal, Teachers
Leadership team meeting agendas and minutes	September 12, 2019	Principal, Teachers, DCSI

Essential Acton 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)

Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher team meeting observation: meeting agenda,	September 12, 2019	Principal, Specialists, DCSI, Teachers
Classroom observation: lesson plan execution	Ongoing during SAT schedules weekly or daily	Principal, Specialists, DCSI, Teachers
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan templates	Weekly Lesson Plans Submitted or Visible	Principal, DCSI
Lesson Plan submission and feedback cycle expectations	Weekly Lesson Plans Submitted or Visible	Principal, DCSI
Essential Acton 5.3: Data-driven instruction		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)

Port Neches-Groves Independent School District

Board Document

MEETING DATE: October 14, 2019

AGENDA ITEM: Consider Approval of Resolution for Compensation of Employees
During Period of Closure due to Inclement Weather
(September 19-20, 2019)

The recommended resolution is attached.

Recommendation: It is recommended that the Board of Trustees approve the resolution for the continuing of payment of salary to contract and at-will employees unable to perform professional services due to inclement weather on September 19-20, 2019.

Resource Personnel: Dr. Mike Gonzales, Superintendent
Julie Gauthier, Assistant Superintendent

**Resolution for Continuing of Payment of Salaries for Contract and At-Will Employees
Unable to Perform Professional Services Due to Inclement Weather**

Whereas, on Thursday, September 19, 2019 and Friday, September 20, 2019 inclement weather (Tropical Storm Imelda) resulted in the closure of all schools and facilities in Port Neches-Groves ISD for the safety of students and staff; and

Whereas, Port Neches-Groves ISD closed its schools and facilities because it must act in the best interests of, and for the safety of, its students and staff; and

Whereas, through circumstances completely beyond their control, employees were forced to miss work; and

Whereas, to financially penalize employees who are acting in the interests of public safety potentially will be harmful in the future if these people fail to act in a safe and prudent manner during a required or recommended closure for fear of financial loss; and

Whereas, it will be detrimental to the best interests of the District for the District to act in a way that may lead to unsafe conduct by its employees in a future natural disaster; and

Whereas, Port Neches-Groves ISD and its students benefit from the professional services provided by PNGISD teachers, administrators, counselors, and other professional support staff employed by contract with the District; and

Whereas, the continuing efforts of PNGISD contract personnel to motivate learning among its students as evidenced by state and national ratings of the District are of benefit to the District; and

Whereas, the District has invested District funds to provide campus-based staff development for its contract employees and subsequently enjoys the benefit of staff trained for the specific needs of students on individual campuses; and

Whereas, there is a public purpose served and a benefit to the District to encourage prudent and safe behavior in a natural disaster so that employees have the best opportunity of protecting their safety and being able to resume their duties; and

Whereas, there is a public purpose served and a benefit to the Port Neches-Groves ISD to demonstrate support of its employees, enhance employee morale and support the retention of employees; and

Whereas, the Board believes that a public purpose exists for forgiving or excusing the absences of these employees; and

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Port Neches-Groves Independent School District has determined it to be of benefit to, and in the best interest of the District to pay contract and at-will employees their regular appropriated compensation for that period of involuntary absence from work on September 19-20, 2019 due to inclement weather (Tropical Storm Imelda), and that payments for such days are necessary in the conduct of the public schools as provided by Texas Education Code § 45.105(c).

Further, be it resolved that PNGISD non-contract employees who may have been asked to perform additional duties at the request of the Assistant Superintendent or a direct supervisor be paid additional compensation, for those specific additional duties that may be appropriately documented and reported to the Assistant Superintendent.

Further, be it resolved, based on information provided to the Assistant Superintendent, that no further requests for additional compensation will be considered or granted for extraordinary duties claimed to have been performed due to inclement weather.

PASSED AND APPROVED BY THE BOARD OF TRUSTEES OF THE PORT NECHES-GROVES ISD AT A REGULAR MEETING OF THE BOARD ON October 14, 2019.

Scott Bartlett, President
Board of Trustees
Port Neches-Groves Independent School District

Eric Sullivan, Secretary
Board of Trustees
Port Neches-Groves Independent School District