

Regular Meeting

Wednesday, March 8, 2023 5:00 PM

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

I. INTRODUCTION

I.A. ROLL CALL

I.A.1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:

I.A.1.a. LEGAL

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

I.A.1.a.2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act

I.A.1.a.2.1. 1882 Partnership Agreements

I.A.1.b. PERSONNEL

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

I.A.1.c. REAL ESTATE

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

I.A.1.c.1.1. Facility Review

I.A.1.d. ECONOMIC DEVELOPMENT

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

II. 6:00 P.M. - BUDGET MEETING

III. REGULAR BOARD MEETING

III.A. INTRODUCTION OF REGULAR MEETING

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

III.A.2. Recognitions

III.B. STUDENT OUTCOMES

III.B.1. Superintendent's Report

III.B.2. Cabinet Report

III.B.2.a. School Safety &
Discipline Update



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Report-School Safety and Discipline

Cabinet Level Presenter(s): Randall Maxwell and Peggy Haynes

Additional Presenter(s): Toni Mcpherson

Executive Summary: The information presented is an update on items as they pertain to school safety and discipline. The information will include updates on Parent and Community Support Volunteers (PACS), an update on Camera and PA systems, a Pathways construction redesign update, School Security Entrance update, and Fencing Projects.

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Cabinet Level Presenter's Signature

3/2/2023

Date

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

Date

General Counsel's Signature

Date



School Safety and Discipline Update



Parent And Community Volunteer Update

As of February 27, 2023 162 approved volunteers have signed up for the PACS program

The Volunteers have collectively logged 2507.75 hours.



Pathways Update

The district has updated 12 classrooms, each classroom has:

- New sheetrock
- Lighting
- Ceiling tiles
- Shatterproof, tinted window film

After the HVAC units are installed in May, each classroom will will be painted and new flooring added.

This will result in essentially 12 brand new educational spaces.



School Security Entrances Update

We have started on the concrete work needed to install the new Security Entrance Systems at our Six Middle Schools, all three High Schools & Paul Brown.

As soon as the Ballistic, bullet proof glass arrives, we will complete the security entrances.



Fencing Update

We have walked every campus checking the fence lines at each. We used google maps to note the height of any current fencing and if there were any problems with the fence line.

Originally TEA was saying that all campus perimeters had to have fencing. They have since changed that directive and fencing only has to be erected if we have any campus where students transition from one building to the next. The transitional area will need to be fenced.

We are currently working with Principals to determine where transition is occurring and where fencing will have to be erected.

Questions

III.C. PUBLIC COMMENTS

III.D. INFORMATION ITEMS

III.D.1. Update on Personnel
Activities



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

Agenda Item/Exhibit Number: **III.D.1.**

Agenda Item Title: Update on Personnel Activities

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

Additional Presenter(s): N/A

Executive Summary: Attached is a listing of newly hired and separated employees for February 2023

Recommendation: Informational Item Only

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Derwin Samuels, Jr.
Cabinet Level Presenter's Signature

3/1/2023
Date

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

Date

General Counsel's Signature

Date

New Employee Assignment Report
Hiring Date Range: 02-01-2023 through 02-28-2023

Campus/Department	Assignment	Employee Name	Start Date
ELEMENTARY SCHOOLS			
Dishman Elementary School	District Aide	Sofia Garcia Galindo	2/6/2023
Fletcher Elementary School	District Aide	Daniela Abarca	2/14/2023
Fletcher Elementary School	Special Education Aide ECSE	Lucia Bahena	2/14/2023
Guess Elementary School	Food Service Worker- 6 Hours	Stephanie Randle	2/15/2023
Guess Elementary School	Teacher Elementary School	Halie Landry	2/14/2023
Guess Elementary School	Teacher Elementary School	Nermeen Tawfik	2/14/2023
Guess Elementary School	Teacher Elementary School	Alexis West	2/13/2023
Jones-Clark Elementary School	Special Education Aide	Shamona Cassimere	2/1/2023
Lucas Pre K	District Aide	Ashley Martinez-Zapata	2/17/2023
Regina Elementary School	Teacher Elementary School	April Willey	2/1/2023

Campus/Department	Assignment	Employee Name	Start Date
MIDDLE SCHOOL			
Odom Middle School	Campus PEIMS Data Clerk	Amber Henderson	2/14/2023
Smith Middle School	Special Education Aide	Vanessa Mayfield	2/14/2023

Campus/Department	Assignment	Employee Name	Start Date
HIGH SCHOOL			
Beaumont United High School	Parent/School Liaison	Delena Scott	2/23/2023
Beaumont United High School	Teacher High School	Angelle Cole	2/27/2023
West Brook High School	Clerk Counselor	Abriana Acosta	2/20/2023
West Brook High School	English as a Second Language Aide	Stefanie Norris	2/6/2023
West Brook High School	Parent/School Liaison	Shelby Clements	2/14/2023
West Brook High School	Special Education Aide	Tina Turner	2/1/2023
West Brook High School	Teacher High School	Byron Benitez Burbano	2/14/2023

Campus/Department	Assignment	Employee Name	Start Date
COMMUNICATIONS			
Communications Public Relations	Director Community & Media Relations	Jacqueline Simien	2/1/2023

Campus/Department	Assignment	Employee Name	Start Date
FOOD & NUTRITION SERVICE			
Food and Nutrition Service	Director Food Service	Mary Ellen Vivrett	2/20/2023

Campus/Department	Assignment	Employee Name	Start Date
MAINTENANCE			
Custodial Services	Custodian	Lawrence Bob	2/6/2023
Custodial Services	Custodian	Janelle Brumley	2/14/2023
Custodial Services	Custodian	Nicholas Flores	2/6/2023
Custodial Services	Custodian-200 Days	Darius Fontenette	2/27/2023
Custodial Services	Custodian-200 Days	Diana Hockless	2/27/2023
Custodial Services	Head Assistant Custodian	Darrell Romar	2/14/2023
Custodial Services	Head Assistant Custodian-226	Emmanuel Castillo	2/20/2023
Maintenance	General Maintenance I	Pedro Candelaria	2/14/2023
Maintenance	General Maintenance I	Sherman Sweat	2/20/2023
Maintenance	General Maintenance II	Kara Reynolds	2/28/2023

Campus/Department	Assignment	Employee Name	Start Date
POLICE DEPARTMENT			
Police Department	Public Safety Officer (Full Time)	Audrey Moten	2/21/2023

Campus/Department	Assignment	Employee Name	Start Date
TRANSPORTATION			
Bus Driver	Transportation Bus Driver	Theresa Cain	2/8/2023
Bus Driver	Transportation Bus Driver	Lakeisha Espree	2/20/2023
Bus Driver	Transportation Bus Driver	Jamya Wade	2/6/2023
Transportation Bus Attendants	Transportation Bus Attendant	Elisa Murphy	2/27/2023

EMPLOYEE SEPARATION REPORT

Separation Date Range: 02-01-2023 through 02-28-2023

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
ELEMENTARY SCHOOL				
Amelia Elementary School-101	Teacher Elementary School	2/27/2023	Chambers, Loida	Resign
Dishman Elementary School-126	Special Education Aide	2/2/2023	Smith, Angelique	Resign
Jones-Clark Elementary School-129	Teacher Elementary School	2/10/2023	Riley, Glen	Resign
Jones-Clark Elementary School-129	Teacher Elementary School	2/17/2023	Davis Jr, Kelvin	Death

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
MIDDLE SCHOOL				
Odom Middle School Academy-047	Teacher Middle School	2/8/2023	Richard, Thefarro	Resign
Odom Middle School Academy-047	Teacher Middle School	2/14/2023	Snowden, Vermeccia	Resign
Vincent Middle School-048	Parent/School Liaison	2/8/2023	Jackson, Jakayla	Termination
Vincent Middle School-048	Special Education Aide	2/17/2023	Stansell, Audree	Termination

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
HIGH SCHOOL				
Beaumont ISD Early College HS-013	Tutor-Professional	2/22/2023	Medina Rodriguez, Kelly	Resign
Beaumont United High School-014	Teacher High School	2/7/2023	Barney, Hope	Resign
Beaumont United High School-014	Teacher High School	2/17/2023	Stirling, Mark	Resign
West Brook High School-008	Campus PEIMS Data Clerk	2/3/2023	Byerly, Krystal	Resign
West Brook High School-008	Coordinator Defensive	2/10/2023	Coleman, Drew	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
FOOD AND NUTRITION SERVICES				
Food and Nutrition Service-833	Food Service Worker- 5 Hours	2/2/2023	Henry, Wanda	Termination
Food and Nutrition Service-833	Food Service Worker- 8 Hours	2/2/2023	Herring, Francesca	Termination

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
MAINTENANCE				
Custodial Services-513	Custodian-200 Days	2/9/2023	Jimenez Castillo, Sandra	Resign
Custodial Services-513	Custodian-200 Days	2/14/2023	Bibbs, Sharon	Resign
Custodial Services-513	Custodian-200 Days	2/15/2023	Gilder, Myia	Resign
Custodial Services-513	Custodian-200 Days	2/15/2023	Mouton, Cierra	Termination
Custodial Services-513	Custodian-200 Days	2/17/2023	Owens, Trewoyn	Termination
Custodial Services-513	Head Assistant Custodian	2/8/2023	Herring, Charlot	Resign
Custodial Services-513	Head Assistant Custodian	2/14/2023	Jackson, Tyreese	Resign
Custodial Services-513	Head Assistant Custodian-226	2/16/2023	Calmese, Keith	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
POLICE DEPARTMENT				
Police Department-510	Police Officer	2/10/2023	Stanislas, Desiree	Resign
Police Department-510	School Crossing Guard	2/1/2023	Bobb, Irel	Resign
Police Department-510	School Crossing Guard	2/1/2023	Murry, Oscar	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
TRANSPORTATION				
Bus Driver-531	Transportation Bus Driver	2/14/2023	Sames, Krystin	Resign
Bus Driver-531	Transportation White Fleet Driver	2/28/2023	Monroe, Ella	Termination

III.D.2. Report for Tax Collections



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Report – Tax Collections

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Cheryl Hernandez
Cabinet Level Presenter's Signature

3/2/2023
Date

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

Date

General Counsel's Signature

Date

Tax Collection Report
February 28, 2023

	Taxes Collected			
	2/28/23		2/28/22	
	M & O	I & S	M & O	I & S
Current	11,818,104.50	3,502,827.61	12,225,452.55	3,631,361.37
Delinquent	16,539.71	3,814.94	(3,235.02)	(1,967.13)
Penalties & Interest	170,053.31	46,372.47	262,296.50	70,538.08
Totals	12,004,697.52	3,553,015.02	12,484,514.03	3,699,932.32

	Current Taxes			
	Tax Levy	Collections for 02/28/2023	YTD Current Collections	Collected Percentage
	150,719,619.23	15,320,932.11	142,316,598.83	94.42%

Two Year Comparison	
Current Year as of 02/28/2023	Prior Year as of 02/28/2022
94.42%	95.12%

AGENDA:
March 8, 2023

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

BEAUMONT INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
Budget vs. Expenditures
February 28, 2023

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
REVENUES					
Property Tax Collection (including delinquencies)	111,152,658	12,004,698	109,178,799	-	1,973,859
Sources of Misc Income (Foreign Trade Zone, Athletics...)	13,933,437	1,415,956	8,509,804	-	5,423,633
State Program Revenues	39,437,743	604,269	19,549,163	-	19,888,580
Federal Program Revenues	7,854,174	623,940	3,357,194	-	4,496,980
Other Financing Sources	300,000	138	1,283,215	-	(983,215)
Total Revenues	172,678,012	14,649,000	141,878,175	-	30,799,837
EXPENDITURES					
11 Classroom	86,569,476	7,675,993	54,672,058	800,131	31,097,287
12 Library	1,376,967	98,621	725,264	35,794	615,909
13 Staff Development	688,383	26,590	207,317	26,433	454,634
21 Asst Sups, Directors, Supervisors, Curriculum Coordinators	3,534,757	284,332	2,028,605	59,209	1,446,943
23 Principal, Asst. Principals, Office Clerical	10,449,923	879,647	6,781,931	54,102	3,613,890
31 Counselors	6,296,866	512,307	4,000,908	22,847	2,273,112
32 Social Workers	297,374	12,897	122,655	-	174,719
33 Nurses	1,912,528	170,673	1,265,747	3,653	643,129
34 Transportation	6,188,865	508,795	3,122,003	879,815	2,187,047
36 Extracurricular	5,987,387	435,409	4,174,274	326,880	1,486,233
41 Administration	7,261,520	444,121	4,101,171	276,478	2,883,871
51 Maintenance and Utilites	34,099,475	1,731,537	20,760,992	4,913,815	8,424,668
52 Police and Monitoring Services	6,521,056	296,102	2,892,449	1,329,051	2,299,556
53 Data Processing Personnel	3,004,104	96,423	1,818,682	298,081	887,341
61 Parent involment Liaisons, Day Car Workers	201,990	8,734	39,053	479	162,458
71 Debt Service	1,114,965	-	1,114,964	-	1
93 Fiscal Agent - Shared Service for Deaf Program	352,950	180,737	180,737	-	172,214
95 Juvenile Justice Alternative Ed Program	161,860	-	161,860	-	-
99 Other Intergovernmental Charges	2,170,222	-	1,295,718	-	874,504
Total Expenditures	178,190,668	13,362,918	109,466,388	9,026,768	59,697,516
Net increase (decrease)	(5,512,656)				

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



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Report – Campus Activity Funds and Donations

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Cheryl Hernandez
Cabinet Level Presenter's Signature

3/1/2023
Date

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

General Counsel's Signature Date

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS
FEBRUARY 2023**

West Brook High School	\$ 54,885.00
Explanation:	Car Registrations, Chromebook Fees, AP Fees, Cell Phone Fines, Library Fines, Commissions/Vending Machines, ID Fines, Yearbook, Program Ads
Beaumont United High School	\$ 35,356.00
Explanation:	Car Registrations, AP Fees, Chromebook Fees, Cell Phone Fines, Commissions/Vending Machines, Transcript Fees, Yearbook, Textbook Fines, Donation
Smith Middle School	\$ 4,797.00
Explanation:	Commissions/Vending Machines, Cell Phone Fines, Chromebook Fees, Homecoming Dance, Basketball Concessions
King Middle School	\$ 30.00
Explanation:	Chromebook Fees
Marshall Middle School	\$ 8,587.00
Explanation:	Cell Phone Fines, Gym Suits, LED Signs, Chromebook Fees, Yearbooks, ID Fines, Donation
Odom Academy	\$ 4,973.00
Explanation:	Cell Phone Fines, Chromebook Fees, Commissions/Vending Machines, Donation
Vincent Middle School	\$ 3,632.00
Explanation:	Chromebook Fees, ID Fines, Commissions/Vending Machines, Donation
Amelia Elementary	\$ 2,669.00
Explanation:	Commissions/Vending Machines, Donation, Chromebook Fees
Caldwood Elementary	\$ 7,576.00
Explanation:	Library Fines, Chromebook Fees, Donation
Curtis Elementary	\$ 6,648.00
Explanation:	Chromebook Fees, Book Fair, Donation
Fletcher Elementary	\$ 8,929.00
Explanation:	Fundraiser Proceeds, Chromebook Fees
Guess Elementary	\$ 3,303.00
Explanation:	Chromebook Fees, Commissions/Vending Machines
Regina Howell Elementary	\$ 32,698.00
Explanation:	Chromebook Fees, Fundraiser Proceeds
Homer Drive Elementary	\$ 1,831.00
Explanation:	Commissions/Vending Machines
Pietzsch Elementary	\$ 10,396.00
Explanation:	Chromebook Fees, Library Fines, Fundraiser Proceeds, Commissions/Vending Machines
Dishman Elementary	\$ 3,219.00
Explanation:	Commissions/Vending Machines, Chromebook Fees
Blanchette Elementary	\$ 8,322.00
Explanation:	Chromebook Fees, Fundraiser Proceeds
Martin Elementary	\$ 4,060.00
Explanation:	Chromebook Fees, Fundraiser Proceeds, Donation

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS, CONTINUED
FEBRUARY 2023**

Phalen Leadership Academy (Jones-Clark ES)	\$ 1,580.00
Explanation: Fundraiser Proceeds, Donation	
Charlton-Pollard Elementary	\$ 3,576.00
Explanation: Chromebook Fees, Donation, Commission/Vending Machines	
Fehl Price Classical Academy	\$ 90.00
Explanation: Chromebook Fees	
Bingman Pre-K Center	\$ 390.00
Explanation: Donation	
Lucas Pre-K Center	\$ 5,693.00
Explanation: Chromebook Fees, Donation	
Pathways Learning Center	\$ 70.00
Explanation: Donation	
Career and Technical Center	\$ 19,257.00
Explanation: Ag Farm Fundraiser Proceeds, Practicum Catering, Practicum Fees, Commissions/Vending Machines	
Brown Center	\$ 1,000.00
Explanation: Donation	
Transportation Dept	\$ 71.00
Explanation: Commissions/Vending Machines	
Maintenance Dept	\$ 11.00
Explanation: Commissions/Vending Machines	
Administration Building	\$ 168.00
Explanation: Commissions/Vending Machines	
Admin. Annex Building	\$ -
Explanation:	
Police Dept.	\$ 110.00
Explanation: Crash Reports	
Early College H.S.	\$ 6,048.00
Explanation: Dormant Account Transfer, Commission/Vending Machines, Cell Phone Fines, Spirit Item Proceeds, Donation	
School for the Deaf (Deaf Ed.)	\$ 2,000.00
Explanation: Donation	
Fine Arts Department	\$ 1,657.00
Explanation: Donation	

**CAMPUS ACTIVITY FUNDS
BUDGET CHANGE REPORT - FEBRUARY 2023**

		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Revenues</u>				
Local Revenue - Other Sources	461.00.5749.00	283,957	243,632	527,589
<u>Expenditures</u>				
	<u>School Leadership</u>			
West Brook High School	461.XX.6499.00.008.00.000	90,671	54,885	145,556
Beaumont United High School	461.XX.6499.00.014.00.000	17,871	35,356	53,227
Smith Middle School	461.XX.6499.00.042.00.000	391	4,797	5,188
King Middle School	461.XX.6499.00.043.00.000	7,034	30	7,064
Marshall Middle School	461.XX.6499.00.046.00.000	24,407	8,587	32,994
Odom Academy	461.XX.6499.00.047.00.000	24,076	4,973	29,049
Vincent Middle School	461.XX.6499.00.048.00.000	8,295	3,632	11,927
Amelia Elementary	461.XX.6499.00.101.00.000	1,581	2,669	4,250
Caldwood Elementary	461.XX.6499.00.104.00.000	2,850	7,576	10,426
Curtis Elementary	461.XX.6499.00.105.00.000	11,792	6,648	18,440
Fletcher Elementary	461.XX.6499.00.110.00.000	11,097	8,929	20,026
Guess Elementary	461.XX.6499.00.112.00.000	5,218	3,303	8,521
Regina Howell Elementary	461.XX.6499.00.118.00.000	12,743	32,698	45,441
Homer Drive Elementary	461.XX.6499.00.123.00.000	5,549	1,831	7,380
Pietzsch Elementary	461.XX.6499.00.125.00.000	4,039	10,396	14,435
Dishman Elementary	461.XX.6499.00.126.00.000	5,275	3,219	8,494
Blanchette Elementary	461.XX.6499.00.127.00.000	637	8,322	8,959
Martin Elementary	461.XX.6499.00.128.00.000	1,964	4,060	6,024
Phalen Leadership Academy (Jones-Clark)	461.XX.6499.00.129.00.000	15,872	1,580	17,452
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	5,269	3,576	8,845
Fehl Price Classical Academy	461.XX.6499.00.131.00.000	2,159	90	2,249
Bingman Pre-K Center	461.XX.6499.00.132.00.000	952	390	1,342
Lucas Pre-K Center	461.XX.6499.00.133.00.000	329	5,693	6,022
Pathways Learning Center	461.XX.6499.00.006.00.000	63	70	133
Career and Technical Center	461.XX.6499.00.009.00.000	9,546	19,257	28,803
Brown Center	461.XX.6499.00.012.00.000	1,884	1,000	2,884
Transportation Dept	461.XX.6499.00.811.00.000	104	71	175
Maintenance Dept	461.XX.6499.00.819.00.000	557	11	568
SSA Deaf Program	461.XX.6499.00.838.00.000	3,026	2,000	5,026
Administration Building	461.XX.6499.00.842.00.000	2,388	168	2,556
Admin. Annex Building	461.XX.6499.00.843.00.000	1,811	-	1,811
Police Dept.	461.XX.6499.00.850.00.000	185	110	295
Early College H.S.	461.XX.6499.00.013.00.000	4,322	6,048	10,370
Fine Arts Department	461.XX.6499.00.849.00.000	-	1,657	1,657
	Total Expenditures	<u>283,957</u>	<u>243,632</u>	<u>525,932</u>
BUDGET CHANGE				
	Total Revenues	283,957	243,632	527,589
	Total Expenditures	<u>(283,957)</u>	<u>(243,632)</u>	<u>(527,589)</u>
	Adjusted Surplus	-	-	-

**DONATION REPORT - FEBRUARY 2023
MONETARY DONATIONS**

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
United Healthcare Services	Health Services Department	199.33.6399.60.810.99.000	2,000
Gulf Credit Union	CCMR Fair Sponsorship for CTE	488.61.6399.00.009.99.CMR	1,050
Antioch Baptist Church	Marshall Middle School Dance	865.00.2190.00.046.00.S32	20
Education First FCU	Smith Middle School	461.00.5749.00.042.00.C47	340
Education First FCU	Amelia Elementary School	461.00.5749.00.101.00.C47	640
Education First FCU	Caldwood Elementary School	461.00.5749.00.104.00.C47	370
Education First FCU	Roy Guess Elementary School	461.00.5749.00.112.00.C47	740
Education First FCU	Regina-Howell Elementary School	461.00.5749.00.118.00.C47	350
Education First FCU	Dishman Elementary School	461.00.5749.00.126.00.C47	540
Education First FCU	Martin Elementary School	461.00.5749.00.128.00.C47	580
Education First FCU	Bingman Head Start	461.00.5749.00.132.00.C47	390
Education First FCU	Career and Technical Center	461.00.5749.00.009.00.C47	90
Total Monetary Donations			7,110

**DONATION REPORT - FEBRUARY 2023
RECORD OF DONATED ITEMS**

<u>Donor Name/Organization</u>	<u>SAF Club/Department</u>	<u>Description of Items</u>	<u>Estimated Value</u>
Antioch Baptist Church	Marshall Middle School	School Supplies	150

III.D.5. Security Audit

III.D.6. Update from Facilities
Subcommittees

III.E. CONSENT AGENDA

III.E.1. Minutes of February 16, 2023
with Exhibit A.

III.E.2. Approve Hiring Chapter 21
and Director Employees

III.E.3. Approve the Disposal of Out
of Adoption Instructional
Materials



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Approve the Disposal of Out of Adoption Instructional Materials

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Brandi Phillips, IMA Coordinator

Executive Summary: According to TEA, districts can determine locally whether to recycle, sale, donate, or dispose of instructional materials that are no longer useful in the classroom. Specifically, the board shall determine how the district will dispose of discontinued printed instructional materials.

Recommendation: The Board approves the disposal of out of adoption instructional materials for the 2022-2023 school year.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Anita Frank

3/2/2023

Cabinet Level Presenter's Signature

Date

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

Date

General Counsel's Signature

Date



According to TEA, districts can determine locally whether to recycle, sell, donate, or dispose of instructional materials that are no longer useful in the classroom. The Instructional Materials Department requests permission from the board to dispose of any surplus and/or out of adoption material assuring the best interest of the district. The items listed below are verified out of adoption materials that are currently being stored at the textbook warehouse. Due to the need for storage space, we are requesting the Board approve the IMA Department discarding these out of adoption materials.

- Most materials are dated from 1976 and went out of adoption last year
 - 8 pallets total
 - Social Studies, ELAR, Fine Arts & various other materials

Sec. 31.105. SALE OR DISPOSAL OF INSTRUCTIONAL MATERIALS AND TECHNOLOGICAL EQUIPMENT.

(a) The board of trustees of a school district or governing body of an open-enrollment charter school may sell printed instructional materials on the date the instructional material is discontinued for use in the public schools by the State Board of Education or the commissioner. The board of trustees or governing body may also sell electronic instructional materials and technological equipment owned by the district or school. Any funds received by a district or school from a sale authorized by this subsection must be used to purchase instructional materials and technological equipment allowed under Section 31.0211.

(b) The board of trustees of a school district or governing body of an open-enrollment charter school shall determine how the district or school will dispose of discontinued printed instructional materials, electronic instructional materials, and technological equipment.

(c) The board of trustees of a school district or governing body of an open-enrollment charter school may dispose of printed instructional material before the date the instructional material is discontinued for use in the public schools by the State Board of Education if the board of trustees or governing body determines that the instructional material is not needed by the district or school and the board of trustees or governing body does not reasonably expect that the instructional material will be needed. A district or school must notify the commissioner of any instructional material the district or school disposes of under this subsection.

III.F. ACTION ITEMS

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

III.F.2. Approve Budget Amendments



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Approve Budget Amendments

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary:

Recommendation: Approve budget amendment GF-9 and accept amendment SR-29.

Budget Impact* (if applicable):

Funding Source (if applicable):

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

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

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

Cheryl Hernandez
Cabinet Level Presenter's Signature

3/2/2023
Date

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

Date

General Counsel's Signature

Date

Explanations of March Budget Amendments

General Fund GF-9

- Transfer \$2,000 from instructional general supplies to staff development employee travel for new Teacher workshops - Regina ES (118).
- Transfer a total of \$10,000 from Secondary Administration instructional leadership misc. operating costs & school leadership misc. contracted services to Athletics co-curricular general supplies for purchase of football jerseys – Secondary Administration (816).
- Transfer a total of \$8,000 from co-curricular employee travel & staff development misc. contracted services to instructional leadership employee travel – Career & Technical Education (807).
- Transfer a total of \$5,000 from guidance & counseling misc. contracted services & staff development membership dues to instructional stipends to increase CTSO stipends – Career & Technical Education (807).
- Transfer \$400 from staff development membership dues to instructional leadership membership dues – Gifted & Talented (804).
- Transfer \$1,000 from staff development employee travel to school leadership employee travel for TEPSA Summer Conference – Curtis ES (105).
- Transfer \$1,271 from school leadership general supplies to instructional general supplies – Marshal MS (046).
- Transfer \$1,900 from instructional general supplies to school leadership employee travel for TEPSA Summer Conference – Fletcher ES (110).
- Transfer \$100,000 from instructional salaries to co-curricular salaries to correct the function on athletic coordinators.
- Increase Police Dept. budget \$150,000 for increase in Police Dept outside contracted services.
- Increase Utilities budget \$1,500,000 for increase in costs for electricity, water & natural gas.

SR-29 FUND 211.599

- Fund 211.599 funds Reallocating miscellaneous contracted service from function 21 to function 11 to cover TIP aligned tutoring Services.

2022-2023 BUDGET AMENDMENT NUMBER GF-9

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
199.11.6399.01.118.11.000	12,196	(2,000)	10,196
199.13.6411.04.118.30.000	5,250	2,000	7,250
199.21.6499.75.816.99.000	17,500	(5,000)	12,500
199.23.6299.75.816.99.000	11,000	(5,000)	6,000
199.36.6399.41.805.91.000	30,573	10,000	40,573
199.36.6411.52.807.22.000	14,999	(6,000)	8,999
199.13.6299.52.807.22.000	2,000	(2,000)	-
199.21.6411.52.807.22.000	24,151	8,000	32,151
199.31.6299.52.807.22.000	3,000	(3,000)	-
199.13.6495.52.807.22.000	2,000	(2,000)	-
199.11.6118.52.807.22.000	20,000	5,000	25,000
199.13.6495.47.804.21.000	400	(400)	-
199.21.6495.47.804.21.000	400	400	800
199.13.6411.04.105.30.000	5,339	(1,000)	4,339
199.23.6411.04.105.30.000	718	1,000	1,718
199.23.6399.04.046.30.000	1,896	(1,271)	625
199.11.6399.04.046.30.000	30,199	1,271	31,470
199.11.6399.04.110.30.000	42,123	(1,900)	40,223
199.23.6411.04.110.30.000	5,084	1,900	6,984
199.11.61XX.90.XXX.XX.000	64,936,473	(100,000)	64,836,473
199.36.61XX.90.XXX.XX.000	1,314,458	100,000	1,414,458
199.52.6219.69.850.99.000	210,200	150,000	360,200
199.51.625X.81.999.99.000	12,400,000	1,500,000	13,900,000
 Total Expenditures		<u>1,650,000</u>	
 Net Change in the General Fund Budget		<u>1,650,000</u>	

2022-2023 BUDGET CHANGE

Total Revenues/Other Sources	172,678,012		172,678,012
Total Expenditures	<u>178,190,668</u>	<u>1,650,000</u>	<u>179,840,668</u>
 2022-2023 Adjusted	(5,512,656)	(1,650,000)	(7,162,656)

2022-2023 BUDGET AMENDMENT NUMBER SR-29

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
Instruction			
<u>211.21.6299.00.014.30.599</u>	10,000	(10,000)	-
	-	-	
Curriculum & Development			
<u>211.11.6299.00.014.30.599</u>	10,000	10,000	
 Total Expenditures		<u>-</u>	
 Net (Increase) Title I 1003 School Improvement Grant		<u><u>-</u></u>	
<hr/> <hr/>			
2022-2023 BUDGET CHANGE			
Total Revenues/Other Sources	172,000	-	172,000
Total Expenditures	<u>172,000</u>	-	<u>172,000</u>
 2022-2023 Adjusted	-	-	-

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



General Fund

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
LIT	Curriculum	Spring 2023 courses for Beaumont Early College High School.	MOU	\$98,006.38
Covington	Maintenance & Operations	King MS gym floor replacement	BuyBoard #641-21	\$131,412.00
TOTAL				\$229,418.38

Federal Funds

CDW-G	Information Technology (281)	Purchase document cameras for every classroom and teaching area.	DIR-CPO-5093	\$96,727.50
Liberty Office Products	Health Services (289)	COVID grant to supply all staff with COVID related supplies	BuyBoard #656-21	\$148,140.20
TOTAL				\$244,867.70



Lamar Institute of Technology

855 East Lavaca
www.lit.edu

Beaumont Independent School District
3395 Harrison Avenue
Beaumont, Texas 77706

INVOICE	
Account Number	T60000330
Invoice Number	202310 BECHS
Date	February 10, 2023
Amount Due	\$98,006.38

Spring 2023

Course Select	Sect	CRN	Course Title	# of Students	Credits	Rate per Credit hr	Total Tuition
ACCT 2302	2A1	10094	Principles of Acct- II Manager	1	3	50	150
BCIS 1305	9B1	10213	Business Computer Applic BECHS	8	3	50	1200
BIOL 1107	9B1	10650	Biol Sci Maj II (Lab) - DUAL	12	1	50	600
BIOL 1107	9B2	10849	Biol Sci Maj II (Lab) - DUAL	22	1	50	1100
BIOL 1307	9B1	10651	Biology Science Major II	12	3	50	1800
BIOL 1307	9B2	10848	Biology Science Major II	22	3	50	3300
BIOL 2102	9B1	10850	Anatomy & Physiology Lab II	14	1	50	700
BIOL 2102	9B2	10851	Anatomy & Physiology Lab II	11	1	50	550
BIOL 2102	9B3	10853	Anatomy & Physiology Lab II	14	1	50	700
BIOL 2102	9B4	10857	Anatomy & Physiology Lab II	15	1	50	750
BIOL 2302	9B3	10852	Anatomy & Physiology Lab II	14	3	50	2100
BIOL 2302	9B4	10855	Anatomy & Physiology Lab II	15	3	50	2250
BIOL 2302	9B5	10861	Anatomy & Physiology Lab II	14	3	50	2100
BIOL 2302	9B6	10862	Anatomy & Physiology Lab II	11	3	50	1650
CETT 1405	6A1	10352	AC Circuits	2	4	50	400
CETT 1441	6A1	10360	Solid State Circuits	4	4	50	800
CRIJ 2313	2A1	10156	Correctional Systems & Practic	5	3	50	750
CRIJ 2314	2A1	10158	Criminal Investigation	4	3	50	600
CRIJ 2323	2A1	10162	Legal Aspects of Law Enforce	9	3	50	1350
ECON 2302	9B1	10240	Principles of Microecon BECHS	5	3	50	750
ECON 2302	9B2	10241	Principles of Microecon BECHS	10	3	50	1500
EDUC 1100	9B1	10205	Learning Framework BECHS	17	1	50	850
EDUC 1100	9B2	10206	Learning Framework BECHS	9	1	50	450
EDUC 1100	9B3	10207	Learning Framework BECHS	10	1	50	500
EDUC 1100	9B4	10208	Learning Framework BECHS	12	1	50	600
EDUC 1100	9B5	10209	Learning Framework BECHS	14	1	50	700
ENGL 1302	9B1	10259	Composition II BECHS	11	3	50	1650
ENGL 1302	9B2	10260	Composition II BECHS	10	3	50	1500
ENGL 1302	9B3	10261	Composition II BECHS	12	3	50	1800
ENGL 1302	9B4	10262	Composition II BECHS	19	3	50	2850

Course Select	Sect	CRN	Course Title	# of Students	Credits	Rate per Credit hr	Total Tuition
ENGL 1302	9B5	10264	Composition II BECHS	20	3	50	3000
ENGL 2326	9B1	10269	American Lit BECHS	18	3	50	2700
ENGL 2326	9B2	10270	American Lit BECHS	21	3	50	3150
ENGL 2326	9B3	10271	American Lit BECHS	19	3	50	2850
GOVT 2306	9B1	10272	Texas Govt BECHS	17	3	50	2550
GOVT 2306	9B2	10273	Texas Govt BECHS	21	3	50	3150
GOVT 2306	9B3	10274	Texas Govt BECHS	21	3	50	3150
HIST 1302	9B1	10276	US History II BECHS	13	3	50	1950
HIST 1302	9B2	10278	US History II BECHS	16	3	50	2400
HIST 1302	9B3	10280	US History II BECHS	7	3	50	1050
HUMA 1315	9B1	10253	Fine Arts Appreciation BECHS	29	3	50	4350
HUMA 1315	9B2	10257	Fine Arts Appreciation BECHS	27	3	50	4050
HUMA 1315	9B3	10258	Fine Arts Appreciation BECHS	29	3	50	4350
MATH 1314	922	10906	College Algebra Mixed ISD	20	3	50	3000
MATH 1314	923	10907	College Algebra Mixed ISD	16	3	50	2400
MATH 1325	2A1	10254	Calculus for Bus and Soci Sci	2	3	50	300
MATH 1342	921	10884	Elem Stat Methods Dual Credit	16	3	50	2400
PTAC 1332	911	10057	Process Instrumentation I	3	3	50	450
PTAC 1408	2A1	10066	Safety, Health, and Enviro. I	3	4	50	600
SOCI 1301	9B1	10299	Intro to Sociology BECHS	18	3	50	2700
SPCH 1315	9B1	10301	Public Speaking BECHS	15	3	50	2250
SPCH 1315	9B2	10302	Public Speaking BECHS	20	3	50	3000
SPCH 1315	9B3	10304	Public Speaking BECHS	8	3	50	1200
SPCH 1315	9B4	10307	Public Speaking BECHS	18	3	50	2700
SPCH 1315	9B5	10308	Public Speaking BECHS	18	3	50	2700

98,400.00

ExxonMobil Scholarships -393.62

98,006.38

Please send remittance to:

Lamar Institute of Technology
P O Box 10043
Beaumont, TX 77710

Luouida Newbold
Student Accounting Associate Sr



QUOTE ANALYSIS FORM

Form version 7.23.2019

INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 2) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 3) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Quote Analysis Summary			
All awards should be made based on "Best Value" to the District. Please write a short summary below of each the vendor was chosen or denied.			
Vendor Name:	Covington	Quote Total:	\$131,412.00
Summary:	can provide the floors wanted for the gym floor. Chosen		
Vendor Name:	Bayou City Gym Floors	Quote Total:	\$137,841.00
Summary:	can provide the floors wanted for the gym floor. Denied		
Vendor Name:	Centrex	Quote Total:	no quote given
Summary:	Vendor declined to provide quote as they would not be competitive coming from the Dallas area. Denied		

Vendor Selected: Covington

Selection Justification: meets all needs for the replacement of gym floor and best value to the district.

Name of Person Completing this Form: Allen DeVault

Signature: 

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



15823 Calvin Road • Houston Texas 77090

Phone: 713-956-2700

www.covington.com

Date: February 21, 2023

To: Ben Chenault

From: James Cherry

RE: Beaumont ISD King MS Gym Floor Replacement _
1400 Avenue A, Beaumont, TX 77701

We Include:

- Remove and dispose of approximately 7,600 square feet of existing wood flooring system.
- Install **Robbin's Air-Channel Classic** system with padded 2" x 3" sleepers, 1 layer of 1/2" cdx plywood and 25/32" x 1 1/2" 2nd and better Northern Hard maple
- Move bleachers away from wall to allow district access to any wall repairs.
- Re-install bleachers once new floor system is installed.
- Court markings to consist of the following:
 - 1 basketball
 - 1 volleyball
 - 3' side border
 - Stained 3 pt areas.
 - Center Logo and letters in accordance with existing layout
- Install 2 new volleyball plates.
- Install new metal at transitions.
- Install new rubber vented covered base at walls
- Remove waste.

Buy Board Price....\$ 131,412.00

***Buy Board # 641-21**

We Exclude:

- Applicable sales taxes.
- Major floor preparation required to bring substrate into tolerance per manufacturer's specifications.
- Any concrete leveling or corrections.
- Light dust removal.
- Moisture mitigation.
- Termite treatment or sealing of walls.
- Cleaning of finished flooring.
- Protection of finished flooring.
- Furnishing and/or installing volleyball sleeves and covers or electrical boxes---unless noted above, *which includes the coring out of the concrete slab for the sleeves and the routing in of the volleyball covers and/or any electrical boxes or the screwing of the covers down.*
- *Electrical power of 220 volts, 3-phase with 2 each 30 – 50 amp breakers, and hookup of the pigtail cables to the power box by an electrician, if needed. There is an extra charge if we need to furnish a generator for the required power. This electrical power is needed for our wood floor sanding machines.*
- Maintaining of the Relative Humidity and Temperature per the manufacturer's recommendation during and after installation, as well as after the owner has occupied the building. Failure to do so will affect the warranty.
- Renderings of game lines.

If written order or contract is not received within 30 days of proposal date price is subject to change. Payment will be made to Subcontractor no later than the 25th of the following month. Retainage will be held at the rate at which retainage is held on the Contractor. Retainage will be paid no later than 30 days after completion of final work by this Subcontractor. This price is based on working Monday through Friday, 8 hours per day (NO OVERTIME). This proposal will be made a part of the contract supplied by the Contractor. Bid predicated on AIA401 or a mutually acceptable contract.

Thank you for the opportunity to work with you on this project. If you have any questions or comments, please feel free to call me at 713-956-2700 or email me at jcherry@covington.com.

Sincerely,

James Cherry
Vice President
Athletic Sales—Texas
832-421-0062

QUOTE ANALYSIS FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

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 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Quote Analysis Summary

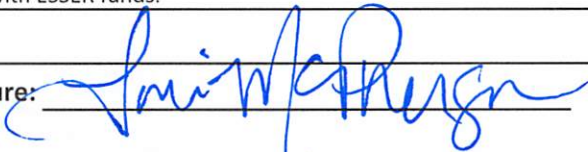
All awards should be made based on "Best Value" to the District. Please write a short summary below of each the vendor was chosen or denied.

Vendor Name: CDW-G	Quote Total: \$ 96,727.50	
Summary: This quote is for 1350 Aver M5 document cameras for every classroom in BISD. This will replace all document cameras and provide a district-standard document camera for all classroom and teaching areas that is compatible with the upgraded laptops and the Newline panels.		
Vendor Name: Howard	Quote Total: \$ 148,500.00	
Summary: This quote is for 1350 Lumens DC-F20 document cameras for every classroom in BISD. This will replace all document cameras and provide a district-standard document camera for all classrooms that is compatible with the upgraded laptops and the Newline panels.		
Vendor Name: Howard	Quote Total: \$ 157,950.00	
Summary: This quote is 1350 Ipevo document cameras for every classroom in BISD. This will replace all document cameras and provide a district-standard document camera for all classrooms that is compatible with the upgraded laptops and the Newline panels.		

Vendor Selected: CDW-G

Selection Justification: The Aver M5 document cameras are compatible with existing equipment, the most cost-efficient solution, and we are able to get a unit for every classroom and teaching area. This purchase will be made with ESSER funds.

Name of Person Completing this Form: Toni McPherson

Signature: 

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



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

Hardware Software Services IT Solutions Brands Research Hub

Review and Complete Purchase

TONI MCPHERSON,

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

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

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
NGHW530	2/24/2023	AVER M5 DOCUMENT CAMERA	0792983	\$96,727.50

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
AVer AVerVision M5 - document camera	1350	6426544	\$71.65	\$96,727.50
Mfg. Part#: VISIONM05				
Contract: Texas Misc IT HW Peri and Components DIR-CPO-5093 (DIR-CPO-5093)				

SUBTOTAL	\$96,727.50
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$96,727.50

PURCHASER BILLING INFO	DELIVER TO
Billing Address: BEAUMONT INDEPENDENT SCHOOL DIST ACCOUNT PAYABLE PO BOX 672 BEAUMONT, TX 77704-0672 Phone: (409) 617-5072 Payment Terms: NET 30 Days-Govt/Ed	Shipping Address: BEAUMONT ISD 3395 HARRISON AVE ADMIN BUILDING BEAUMONT, TX 77706-5009 Shipping Method: UPS Ground
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

CDW Account Team - Mike and Matt | (866) 229-6142 | mikeandmatt@cdwg.com



QUOTE ANALYSIS FORM

Form version 7.23.2019

INSTRUCTIONS FOR COMPLETION:

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 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Quote Analysis Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of each the vendor was chosen or denied.

Vendor Name:	Liberty Office Products	Quote Total:	\$148,140.20
Summary:	cost effective, all items in stock, and items can ship quickly. Chosen		
Vendor Name:	School Health	Quote Total:	\$199,778.83
Summary:	most expensive. Denied		
Vendor Name:	School Nurse Supply	Quote Total:	\$118,058.80
Summary:	not all items in stock, unit price on all items higher than all other quotes. Denied		

Vendor Selected: Liberty Office Products

Selection Justification: supply is available to ship and most cost effective.

Name of Person Completing this Form:

Julie Nezat, BSN, RN

Signature:

Julie Nezat, BSN, RN

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.

Quote Prepared For:

Julie Nezat
Beaumont ISD
3395 Harrison Ave

Beaumont, TX 77706
02/22/2023

Ref #:

BuyBoard # 656-21



LIBERTY
OFFICE PRODUCTS

Prepared By:

Scott Wiland
Liberty Office Products
800-460-8900
swiland@libertyoffice.com

Customer #: 419416
Quote #: 42116

ITEM	DESCRIPTION	QTY	U/M	Liberty Price	Liberty Ext Price
CLO31043CT	DISINFECTANT;SPRY;SANI;AERO	130	CT	54.98	7,147.40
PDIQ55172CT	WIPE;SUPER SANI-CLOTH;LG	40	CT	79.86	3,194.40
SZNGVP9LGHHCT	GLOVE;VNYL;PWDR-FRE:L	200	CT	39.95	7,990.00
SZNGVP9XLHHCT	GLOVE;VNYL;PWDR-FRE;9"; XL	200	CT	39.95	7,990.00
RAC97181CT	WIPES;BRAND NEW DAY;80CT	100	CT	46.96	4,696.00
RAC99856	WIPE;DISNF;LEMON;BUCKET;800	61	EA	49.95	3,046.95
GOJ962504CT	SANITIZER;PURELL;ECON;2L	800	CT	74.80	59,840.00

Quote Valid for 30 Days

Your Total: \$93,904.75

Quote Prepared For:

Julie Nezat
Beaumont ISD
3395 Harrison Ave

Beaumont, TX 77706
01/30/2023

Ref #:

BuyBoard # 656-21



Prepared By:

Scott Wiland
Liberty Office Products
800-460-8900
swiland@libertyoffice.com

Customer #: 419416

Quote #: 41695

ITEM	DESCRIPTION	QTY	U/M	Liberty Price	Liberty Ext Price
RAC99716	WIPE:FLATPK;DISINF;LEM;80CT	3,035	CT	17.87	54,235.45

Your Total: \$54,235.45

III.F.4. Approve Annual Investment Report



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Annual Investment Report

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: The Public Funds Investment Act (the "Act") and district policy requires the reporting of this investment information including disclosure of market values for the beginning and ending periods under review as well as investment transactions for the year.

Recommendation: Approve Annual Investment Report

Budget Impact* (if applicable):

Funding Source (if applicable):

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

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

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

Cheryl Hernandez
Cabinet Level Presenter's Signature

3/1/2023
Date

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

Date

**ANNUAL INVESTMENT REPORT
FOR THE YEAR ENDED DECEMBER 31, 2022**

Investment Program

The legal requirements and local authority for investment of district funds are detailed in Board Policy CDA (Legal) and CDA (Local) as adopted by the Board of Trustees. The investments utilized by Beaumont ISD for 2022 included Lone Star and TexPool Investment Pools.

Lone Star Investment Pool:

The District is invested in Lone Star Investment Pool (the "Pool"), a pooled government fund created under the authorization of the Interlocal Cooperation Act of the State of Texas, Chapter 791 of the Government Code, as amended. The Pool offers three funds to assist local governments in meeting financial requirements; the Corporate Overnight Plus Fund, the Corporate Overnight Fund and the Government Overnight Fund. The District invests in all three Funds offered by Lone Star. These funds provide participating governmental entities with safety of principal, daily liquidity and the highest possible rate of return. Funds are invested solely in obligations of the U.S. Government and its agencies and instrumentalities and in certain other high-quality investments secured by or consisting of securities. Pool investments are confined to those of the highest quality under the Public Funds Investment Act (U.S. Government obligations), thus effectively eliminating credit risk.

TexPool:

TexPool is governed by the Texas Public Funds Investment Act. The State Comptroller of Public Accounts oversees TexPool. Federated Investors is the full service provider to the pools managing the assets, providing Participant Services, and arranging for all custody and other functions in support of the pools operations under a contract with the Comptroller. The pools seek to maintain a \$1.00 value per share as required by the Texas Public Funds Investment Act. TexPool investments consist exclusively of U. S. Government securities, repurchase agreements collateralized by U. S. Government securities, and AAA-rated no-load money market mutual funds. TexPool is rated AAAM by Standard & Poor's, the highest rating a local government investment pool can achieve. The weighted average maturities of the pools cannot exceed 60 days, with the maximum maturity of any investment limited to 13 months.

Investment Position at December 31, 2022

Lone Star Investment Pool	\$ 83,265,307.19
TexPool	<u>4,144,606.97</u>
Total Investments	<u>\$ 87,409,914.16</u>

2022 Investment Activity

A Summary of 2022 activity is listed below:

**Schedule of Transactions by Fund Group
Investments in Lone Star Investment Pool
Year Ended December 31, 2022**

<u>Investment</u>	Carrying Amount 01/01/2022	Additions 01/01/2022 - 12/31/2022	Deductions 01/01/2022 - 12/31/2022	Carrying Amount 12/31/2022
General Fund - Corporate Overnight Plus Fund	\$ 60,798,804.29	170,359,965.03	171,698,859.77	\$ 59,459,909.55
General Fund - Corporate Overnight Fund	1,667,553.45	1,038,644.51	503,673.41	2,202,524.55
General Fund - Government Overnight Fund	21,866,955.71	103,796,208.31	118,412,164.67	7,250,999.35
Total General Fund	<u>\$ 84,333,313.45</u>	<u>\$ 275,194,817.85</u>	<u>\$ 290,614,697.85</u>	<u>\$ 68,913,433.45</u>
Debt Service - Corporate Overnight Plus Fund	\$ 6,042,574.13	39,443,392.53	32,630,977.70	\$ 12,854,988.96
Debt Service - Corporate Overnight Fund	594,188.22	10,643.39	-	604,831.61
Debt Service - Government Overnight Fund	8,388,368.25	33,813,684.92	41,310,000.00	892,053.17
Total Debt Service Fund	<u>\$ 15,025,130.60</u>	<u>73,267,720.84</u>	<u>73,940,977.70</u>	<u>\$ 14,351,873.74</u>
Total Lone Star Investments	<u>\$ 99,358,444.05</u>	<u>\$ 348,462,538.69</u>	<u>\$ 364,555,675.55</u>	<u>\$ 83,265,307.19</u>

**ANNUAL INVESTMENT REPORT
FOR THE YEAR ENDED DECEMBER 31, 2022**

2022 Investment Activity, Continued

**TexPool
Year Ended December 31, 2022**

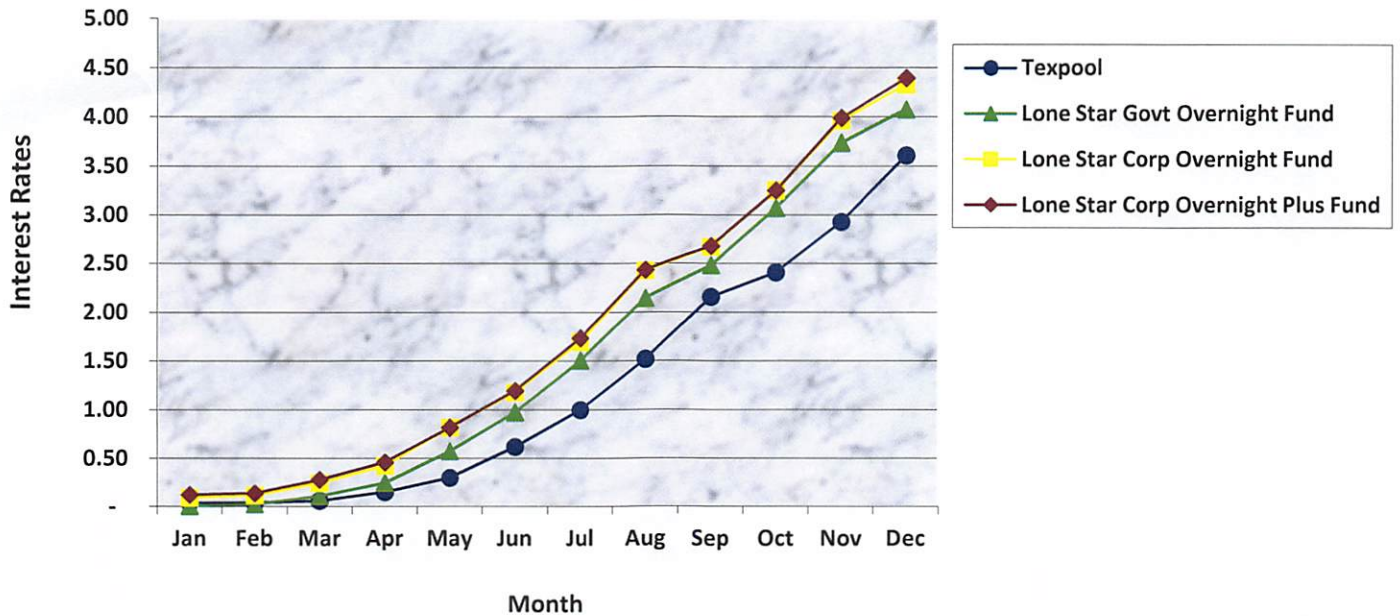
	Carrying Amount 01/01/22	Additions 1/1-12/31	Deductions 1/1-12/31	Carrying Amount 12/31/22
General Fund	\$ 3,934,356.46	\$ 62,438.88	\$ -	\$ 3,996,795.34
Debt Service Fund	145,502.55	2,309.08	-	147,811.63
Total TexPool Investments	\$ 4,4079,859.01	\$ 64,747.96	\$ -	\$ 4,144,606.97

Review of Interest Earnings for the Year

General Fund	\$ 1,349,367.91
Debt Service Fund	<u>177,339.02</u>
Total Yield	\$ <u>1,526,706.93</u>

Review of Interest Rates for the Year

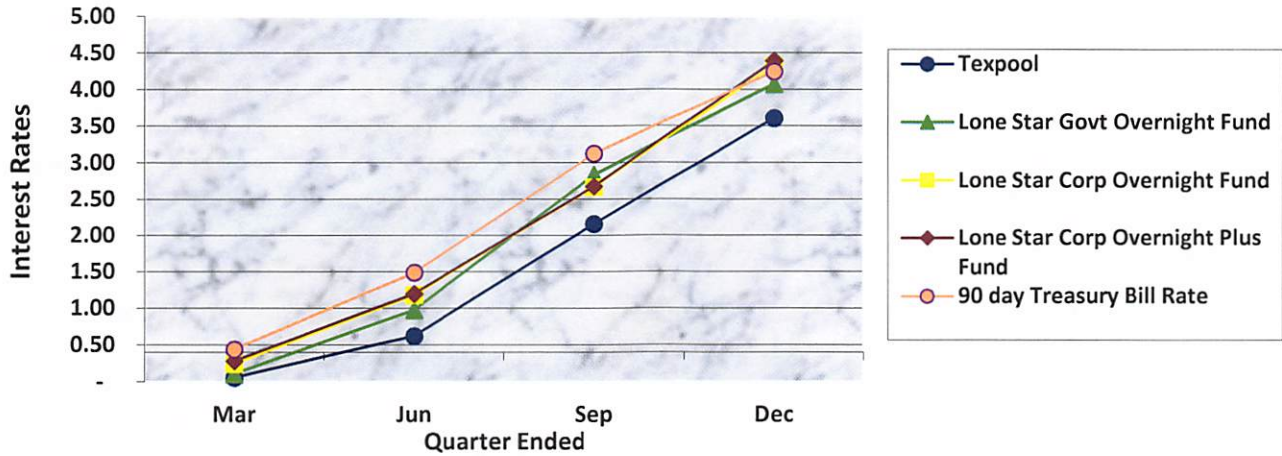
Comparison of 2022 Monthly Interest Rates



**ANNUAL INVESTMENT REPORT
FOR THE YEAR ENDED DECEMBER 31, 2022**

Comparison of Interest Rates to 90-Day T-Bill Rates

Comparison of 2022 Interest Rates



Investment Strategies for 2023

The District will continue to remain conservative in its investment strategy thru this time. The major vehicles used for investments during 2023 for the district will be pooled funds. These provide:

- Safety of principal
- Daily Liquidity
- Easy access to funds
- Interest paid monthly

Cheryl Hernandez, CFO

Stacey Fitch, Comptroller

III.F.5. Approve Amendment to the
Salvation Army MOU



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Approve amendments to MOU between Beaumont Independent School District and Salvation Army Boys & Girls Club.

Cabinet Level Presenter(s): Anetra Cheatham

Additional Presenter(s):

Executive Summary: The BISD and the Boys and Girls Club propose to enter into an interlocal agreement pursuant to Texas Government Code 791 to provide a high-quality after-school program for the students at Homer Elementary and Martin Elementary Schools. The program will provide access to targeted tutoring services, interventions, as well as enrichment programs that will engage students in high-interest activities. The program will foster improved student attendance, academic growth, and parent engagement. The amendments presented today address the new timeline for program launch.

Recommendation: Approve the amendments to the agreement with Boys and Girls Club.


Budget Impact* (if applicable): ~\$100,000 per campus for student participation fees and transportation annually.

Funding Source (if applicable): School Action Fund

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

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

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



Cabinet Level Presenter's Signature

March 2, 2023

Date

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

Date

/s/Sierra Fisher

General Counsel's Signature

March 2, 2023

Date

III.F.6. Approve National Incident
Management System (NIMS)



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

Agenda Item/Exhibit Number: III.F.6.

Agenda Item Title: Adopt and approve the use of the National Incident Management System (NIMS)

Cabinet Level Presenter(s): Joseph Malbrough, Chief of Police

Additional Presenter(s): N/A

Executive Summary: Adopt and approve the National Incident Management System (NIMS); Which is a set of principles used by agencies across the Nation to coordinate and work effectively during all phases of emergency management in order to reduce the loss of life or property.

Recommendation: N/A

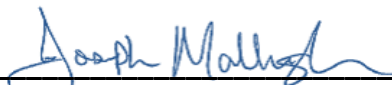
Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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



Cabinet Level Presenter's Signature

March 1, 2023

Date

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

Date

General Counsel's Signature

Date

III.F.7. Approve Addenda to
Agreements Between Beaumont
Independent School District and
Phalen Leadership Academies
regarding operation of Jones-Clark
Elementary School and Smith Middle
School



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Approve Addenda to Agreements Between Beaumont Independent School District and Phalen Leadership Academies regarding operation of Jones-Clark Elementary School and Smith Middle School.

Cabinet Level Presenter(s): Anetra Cheatham

Additional Presenter(s):

Executive Summary: Amend the PLA Partnership Agreements to operate Jones Clark and Smith Middle School to end June 1, 2023.

Recommendation: Approve the addenda to amend the term of the partnership agreement between Beaumont ISD and Phalen Leadership Academies to conclude effective **Jun 1, 2023** for Jones-Clark Elementary and Smith Middle School.

Budget Impact* (if applicable):

Funding Source (if applicable):

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

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

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

Cabinet Level Presenter's Signature

March 2, 2023

Date

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

Date

/s/Sierra Fisher

General Counsel's Signature

March 2, 2023

Date

III.F.8. Approve 1882 Partnership
Agreements



Board Exhibit Cover Sheet

Meeting Date: March 8, 2023

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

Agenda Item Title: Approve 1882 Partnership Agreements

Cabinet Level Presenter(s): Anetra Cheatham

Additional Presenter(s):

Executive Summary: Accountability pauses granted for Smith Middle School and Jones-Clark Elementary ended with the Aug 2021 rating. The campuses failed to earn the required C or higher in 2022 to break the chain of consecutive unacceptable ratings. As a result, the District is requesting approval of an 1882 agreement for Smith Middle School and Jones-Clark Elementary Schools.

Recommendation: Approve the Third Future Schools application and accept the recommendation to approve performance contracts for 1882 partnership with Beaumont ISD and Third Future Schools to operate Smith Middle School and Jones-Clark Elementary beginning with the 2023-2024 school year.

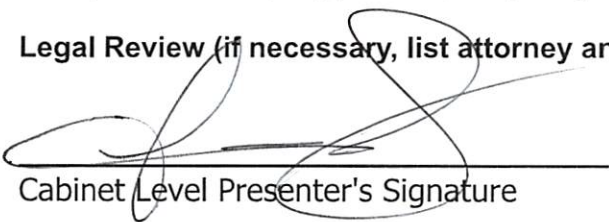
Budget Impact* (if applicable): See Article 14 of the Agreement and Addendum A-12


Funding Source (if applicable): General fund and 1882 awards

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): meets program assurances

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

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


Cabinet Level Presenter's Signature


Date

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

Date

General Counsel's Signature

Date



2022-2023 Local Application for Charter Operators

I. Overview of the Call for Quality Schools

Beaumont ISD's vision is to, in collaboration with the entire community, create an inclusive environment of academic excellence that supports the diverse needs of all learners. To realize this vision, Beaumont ISD (BISD) is committed to establishing and nurturing new in-district partnerships to cultivate, augment, and recruit the best leadership and talent to serve Beaumont's kids.

Through the Call for Quality Schools, BISD is seeking partners inside the district as well as outside to design new and reimagine existing in-district schools to support our most at-need students.

Several guiding principles are core to BISD's vision and expectations for future partnerships. The ideal partner will be aligned with BISD on its commitment to quality, equity, and collaboration, as outlined below.

QUALITY

- All partners must be committed to serving students and families through a shared definition of student success.
- All partners commit to and will describe how they will contribute to BISD's goal of all district schools delivering a high-quality education for our students and how their partnership aligns with BISD's core beliefs.

EQUITY

- Partners must focus on meeting the needs of all students, particularly Beaumont's most vulnerable populations.
- All partners must receive the same access to funding and resources to ensure that all schools have the opportunity to achieve success for their students.

COLLABORATION

- All partners commit to and will collaborate with BISD to provide high-quality options for all of Beaumont's children and share effective practices.
- BISD is committed to supporting partners in developing great schools.

II. Opportunities for Partnership with BISD

BISD is seeking partners to operate innovative school models within the district to help us ensure we provide all of Beaumont's children with a high-quality education. To that end, BISD is looking to collaborate on multiple partnerships to build more great schools in Beaumont, especially for its most at-need students.

While partnership models of all types will be considered, special consideration will be given to applications that focus on the following:

- F Rated/Turnaround Campuses
- Middle school
- Dual Language

III. BISD Support for Partnerships

BISD will provide partners access to a variety of supports and ensure a central point of contact to engage with the district. Details for supports will be negotiated via a Memorandum of Understanding (MOU) but could include:

- Funding
- Facilities
- Human capital
- Academic program
- Operational supports such as transportation, food, and maintenance

Additionally, select partners may be eligible for additional funding with regards to planning and implementation from the Texas Education Agency (TEA). See TEA resources available on the [Texas Partnerships](#) website. BISD will be following up with these select partners during the Shared Due Diligence phase to discuss potential grant opportunities and a timeline of when these opportunities will be made available.

IV. Partnership Application and Shared Due Diligence Process

Applications will be accepted electronically to innovate@bmtisd.com between January 1, 2023 and March 1, 2023.

The full application process consists of three main phases outlined below, beginning with the submission of this written application.

Timeframe	Description	Important Dates
<i>Phase One</i>	<i>Written Application</i> Submit proposal to BISD	1/18 – Application goes live 3/1 – Application due
<i>Phase Two</i>	<i>Interviews & Shared Due Diligence</i> Hold in-person interviews with BISD and activate shared due diligence by BISD and partners	2/1 – Interviews and shared due diligence begin with BISD
<i>Phase Three</i>	<i>Selection and Board Vote</i> Complete diligence, final MOU, and Board vote	2/16 – Begin MOU negotiations (prior to vote) 3/23 – Board vote 3/24 – Partners notified

Application Form

1. Applicant Information

Name of Applicant Organization	Third Future Schools
Primary Contact Person	Michele Moore
Mailing Address	431 Sable Blvd. Aurora, CO 80011
Phone Number	512-560-2564
Email	Michele.Moore@thirdfuture.org

2. School Information

NOTE: Complete this part for each school/campus included in this proposal. Duplicate as needed.

Proposed School / Campus Name:	Smith Middle School and Dr. Mae Jones Clark Elementary School
Model / Specialty <i>(Mark all that apply)</i>	
<input type="checkbox"/> Alternative High School <input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> Dual Language	
<input type="checkbox"/> STEM <input type="checkbox"/> Career / Technical Ed. <input type="checkbox"/> Military <input type="checkbox"/> Montessori	
<input type="checkbox"/> Arts <input type="checkbox"/> College Prep <input type="checkbox"/> Blended Learning	
<input checked="" type="checkbox"/> Other <i>(list)</i> : Personalized learning model and Dyad program at the elementary and middle school levels	<input type="checkbox"/> Disability <i>(list)</i> :

Applicant Description - Please describe your organization and the team envisioned to lead the partnership work.

Third Future Organization. Third Future Schools is a high-performing charter school network serving students in Colorado and Texas with a proven track record of successful school turnaround. Third Future Schools utilizes a personalized, differentiated instructional model with a laser focus on high quality instruction. Third Future is structured around the eight design principles of a new school system (Attachment 1) with a funding model that allows for 90% of budget allocations going directly to the classroom and <10% to central office. Our students on average attain 1.6 years of academic growth on an annual basis as evidenced by NWEA results. Our schools are fully staffed with the unique staffing model described in more detail later in the application.

Our vision for our 1882 partnership plan with Beaumont ISD is similar to that of our Network’s vision for all of our schools. We plan to close the achievement gap *and* prepare students for a Year 2035 workplace and world. Specifically, our goal is to work in partnership with the District to get both Smith Middle School and Jones-Clark Elementary School out of “F” status in one year (by July 2024) and to exceed the District overall average by the end of the fourth year (by July 2027). By the end of our fourth year, 70% of Smith MS and Jones-Clark ES students will also meet or exceed expectations on the Art of Thinking assessment, which includes information literacy, critical thinking, problem-solving, and communications.

Team to Lead the Partnership Work. Third Future Schools has an experienced leadership team and highly efficient network operation. The CEO is Mike Miles, the former Superintendent of Dallas ISD, who is credited with significantly raising student achievement in Dallas and implementing several innovative reforms that altered the trajectory of the District. Two of those reforms, the Teacher Excellence Initiative and the ACE program, were the inspiration behind two current statewide initiatives known as the Teacher Incentive Allotment and the state ACE program, which helps districts move their highest performing students to the lowest performing campuses.

Chief of Schools, Zach Craddock, has opened six schools in six years. Mr. Craddock brings more than two decades of educational leadership experience as Director of Special Education and principal in Colorado districts and Executive Director of Instruction at Third Future. Zach will also provide a consistent executive presence at all turnaround schools.

Deputy Chief of Instruction and Operations, Sandi Massey brings a wealth of knowledge and experience in turnaround having successfully turned around Thomas Jefferson High School in Dallas ISD and Ector College Prep MS in Ector County ISD. Deputy Chief Massey will lead five campuses providing direct oversight to Directors of Instruction and Operations, Principals and Assistant Principals to ensure performance metrics are met and exceeded and also ensuring a consistent executive presence at all turnaround schools.

Other members of the Network (central office) team are experienced at working with both traditional public and charter schools in addition to policy at the federal and state levels. Chief of Strategy and Innovation Michele Moore, who was an Associate Commissioner of Educator Leadership at the Texas Education Agency and has led multiple large scale statewide implementations in Texas including the redesign of PDAS including the development and implementation of T-TESS and T-PESS.

Chief of Staff and Operations, Jessica Lopez has opened six schools in six years and will support the Network including the Deputy Chief of Instruction and Operations in operational transitions at both Smith Middle School and Jones-Clark Elementary School. Mrs. Lopez will also provide onsite support during the first eight weeks of school and throughout the year.

Section 1 - School Overview

- A. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students.

Vision, Mission & Core Values. The **vision** of Third Future is founded on recognizing that the Year 2035 workplace will require proficiency in the areas of critical thinking, information literacy, computer programming, communication skills, statistics, and learning how to learn – subjects focused on how to think rather than what to think.

“Third Future prepares students for college and the modern workplace. Through personalized learning and a focus on critical thinking skills, our school closes achievement gaps and allows every student to reach his/her potential.”

Our Third Future **mission** and culture are focused on building a high-performance and caring culture that has high expectations and where the main instructional delivery model is personalized learning.

“A team of dedicated teachers and leaders, working in a high-performance and caring culture, maintains an intense focus on academic achievement and performance outcomes. Students find success and are engaged through personalized learning, which allows students to work at their own pace and learn in a way more suited to their strengths. Third Future holds high expectations for students and staff and believes that everyone can create their future.”

Third Future, Smith MS, Jones-Clark ES, and Beaumont ISD’s combined vision, mission, and core values are driven by their shared responsibility to operate using data driven performance metrics; proven ability to close achievement gaps; actively engage students to contribute; and, partner with their communities, to positively impact student learning outcomes – all serve as the foundation of our partnership proposal.

CORE BELIEFS

- All students can learn and reach his or her potential.
- Effective teachers make the most difference in student academic performance.
- We hold high expectations for students and ourselves.
- We value parent engagement and community support.
- We are accountable for clearly defined outcomes.
- We value equity and commit to reducing inequities inherent in the education system.

- B. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.

Third Future Schools has extensive experience in successful turnaround of chronically low performing schools in Texas and Colorado. Third Future defines success by closing the achievement gap, financial viability and sustainability of the campus operating the model, community engagement and strong partnerships with the District in which we are serving. Using data obtained from the Texas Education Agency and in our own due diligence and discovery, we know students at Smith Middle School and Jones-Clark Elementary School are well behind academically and we are prepared to address those challenges and hold ourselves accountable.

The anticipated student population at both campuses includes approximately 500 students at each school. Student demographics at both schools report more than 90% economically disadvantaged and majority Black and Hispanic students. The Third Future instructional model will be described in detail later in the application but we anticipate our students will need high quality instruction and a caring, effective learning environment. Students also need experiences taught by community members in the areas of: photography, fitness/spin, piano, martial arts and others through the Dyad program. These engaging course offerings provide students opportunities to proactively participate in activities that require collaboration, communication, problem solving, and critical thinking preparing them for the Year 2035 workplace and world while simultaneously raising student achievement in a high performance and caring culture.

While the LSAE model is student-centered, an important aspect for the model is how the instruction is delivered. Thus, Smith MS and Jones-Clark ES will have the highest quality instruction. No other network that we know of matches our rigor, engagement, and use of instructional time. We support and develop our staff to become great teachers. At the same time, we maintain high expectations and hold ourselves accountable.

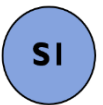
- C. **Education Plan / School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Education Plan / School Design

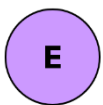
Curriculum and delivery methods for core instruction. As with most struggling campuses, the students at both Jones-Clark ES and Smith MS are challenged by poverty and some with language barriers. The students are extremely behind academically. Our instructional model is designed to accelerate academic growth (1.6 times the growth of the average student in the U.S. each year) and thus significantly narrow the achievement gap over time.



Our model (called “LSAE”) provides students who are behind more time and guided assignments; students who are at grade level are challenged. LSAE combines direct instruction with highly differentiated and more personalized learning.



All students receive grade-level, direct instruction for the first 40 to 45 minutes of a 90-minute class. This is important because many students in struggling schools across the nation never receive grade-level activities or assignments. After direct instruction, students take a “demonstration of learning” (DOL) and are then divided into four groups. The “**learners (L)**,” who need more time with the specific objective for that class that day, stay with the teacher and receive more guided instruction and practice. The students who are “**securing (S1)**” their learning and who need more practice at a slightly higher-level work on a different activity in the classroom. Students who have “**secured (S2)**” their learning work on an activity or assignment that is yet more rigorous. The “**accelerated (A)**” student



receives an even more rigorous assignment. The “secured” and “accelerated” students work in a “team center” outside of the classroom where learning coaches assist them during the remainder of that class period.

A small percentage of students will be placed in a fifth group: **Enriching (E)**. The students in this category know the objective so well that they are allowed to use the rest of the class period to work on their enrichment topics that will be outlined in their Student Learning Plan.

The demonstrations of learning (DOL) ensure that student knowledge is assessed every period every day. Teachers analyze these data every Thursday during PLC and determine the student’s academic level and progress for the week. “Extended LSAE” on Fridays further helps remediate students or extend their learning. Progress is also monitored using DIBELS for literacy and the NWEA MAPs assessments.

Our program also focuses on the quality of instruction, which we believe is the number one variable in raising student academic achievement. We do not leave proven, effective instructional practices to chance and insist on the continuous improvement of key characteristics of good instruction. Lesson objectives and demonstrations of learning are closely aligned with the Texas Essential Knowledge and Skills (TEKS). All teachers have an instructional calendar that breaks out the TEKS by month, providing for a tight scope and sequence for the teachers’ lessons. The instructional calendars are further delineated by “readiness standards” and “supporting standards” as detailed by TEA and also our lesson objectives that are aligned directly to the TEKS. We use these instructional calendars every day to ensure the curriculum remains aligned to the state standards and is guaranteed.

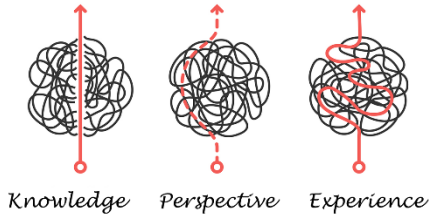
Teachers are coached daily on engagement strategies, use of visuals, maximizing instructional time, timing and pacing, and how to better differentiate the LSAE lessons. Teachers in ELA, Science, Art of Thinking, and Social Studies, provide a minimum of 500 words of text every period for every LSAE assignment every day. Students are trained to annotate text in class and while they are in the team centers. LSAE math assignments always include “story problems” not just computation. Because we coach and monitor these practices multiple times a day, our teachers are effective at raising student achievement and have the highest quality of instruction.

Students take 90 minutes of ELA and 90 minutes of Math each day. They take Science and Art of Thinking for 90 minutes three times a week and Social Studies for 90 minutes twice a week. Teachers use curricular materials that will best support the teaching of the aligned objectives and that are known to be rigorous and aligned. Because our model requires highly differentiated activities and lessons for each class period, teachers use multiple resources to create lessons. Our main literacy resource is StudySync by McGraw Hill. We will supplement the StudySync materials with the Texas Home Learning literacy material developed by the Texas Education Agency and which are tightly aligned with the TEKS. We also support our students with on-line resources – Lexia, Newsela, and IXL provide rich on-line curricula for language arts.

In Math, our teachers also use multiple resources that help them teach the standards in our instructional calendars. Teachers will mainly use TEA-supported “Carnegie Learning Texas Math Solutions” and Zearn on-line math resources. Teachers of the other subjects use IXL as their main resources, but teachers are not limited to it and may use the resources currently utilized at Smith MS and Jones-Clark ES.

D. Community Engagement. Describe how you will establish a relationship to generate community engagement in and support for the proposed school. Briefly describe these activities and summarize how you will monitor and assess their results.

We call the acquisition of knowledge, perspective, and experiences the Dyad Concept.



The model that we will bring to Smith MS and Jones-Clark ES goes far beyond closing the achievement gap. We believe students need to be proficient in Year 2035 competencies to better prepare them for a fundamentally different workplace and world. We call the acquisition of knowledge, perspective, and experiences the Dyad Concept shared through community members.

As a result of this systemic change, all students take an Art of Thinking course, and we collaborate with the community to provide students with key, relevant experiences that add to their understanding of their interests, varying perspectives, and the world. Community members provide instruction in piano, photography, filmmaking, cycling, health and fitness, yoga, Karate (similar to Kickstart Kids), and many others. Students have an elective every day for an hour, and then they also choose an additional “Dyad elective,” which they engage twice a week for 90 minutes each time. In addition, students complete a list of requirements that include participation in a team sport, engaging the performance arts, community service, and travel out of state or out of country. We monitor results by tracking students’ Dyad requirements (Attachment 2) that are monitored alongside academic achievement.

We believe our instructional model, Dyad concept, and core values align well with Beaumont ISD’s mission. This alignment is ideal for a great partnership, and will afford us both an opportunity to make a real difference for the children of Smith MS and Jones-Clark ES. We will work closely with the leadership team in Beaumont to ensure we are following through on our action plan and providing the best education possible. Beaumont’s team will have full access to all data and information regarding both schools. Smith MS and Jones-Clark ES will also welcome Beaumont’s team to visit at any time and often.

In addition to Dyad, Third Future is committed to community engagement through regular Town Hall meetings for staff and the community. Community events including bar-b-ques and activities for family appreciation and showcasing student achievement with celebration events scheduled twice a year.

Section 2 - Educational Program

A strong Educational Program is coherent overall and aligned internally with the school's mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

Provide evidence of the following:

- A framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of Texas state standards;

Framework for rigorous, quality instructional design meeting the needs of all students. But the design model – LSAE – would not work as well if we also did not follow the principle of “first, good instruction.” First, good instruction is the philosophy that teachers need to teach students well first before relying on interventions or remediation. All students, including special education students and English language learners, receive grade-level and first, good instruction. We train our teachers to scaffold their content, provide visuals, use manipulatives and graphic organizers, use paragraph prompts and response templates, and many other strategies, but to do so with grade level content. These techniques combined with high expectations and encouragement has allowed us to accelerate growth and raise achievement for all students.

- Sound instructional strategies that incorporate rigorous, high-quality experiences that promote critical-thinking skills and an explanation of why they are well-suited for the targeted student population;

Sound instructional strategies for all students preparing them with Year 2035 competencies including critical thinking. The unique LSAE design is also supported by other, tried and true practices such as:

- Teacher effectiveness being monitored and coached daily
- More relevant time on task – 185 student-teacher contact days; 90-minute classes in math and reading; a longer school day
- Requirements for a minimum 500 words of text in each LSAE assignment or story problems in math; students annotating while they read; and the use of multiple response strategies

The other half of our design model centers on the Dyad Concept. The Dyad Concept is the acquisition of knowledge, perspective, and experiences. It is premised on the notion that a well-rounded education includes knowledge and skills gained from disciplines other than the traditional core subjects and that a person's experiences provide context for perspective and critical thinking. The Dyad Concept further presages that a Year 2035 workplace and world will require different and additional knowledge and skills such as information literacy, problem solving, critical thinking, communications, computer application literacy, and learning how to learn. Thus, we invest heavily in our Art of Thinking course and require students to complete a set of experiences and activities over the course of two years (hence the word Dyad for every two years).



Performance assessments and school-wide data and performance monitoring tied to Texas standards. We analyze student achievement data on a regular and continuous basis. Teachers are required to administer a demonstration of learning (DOL) every class period every day. The DOLs assess a student’s proficiency level on a given lesson objective (which is tied to the TEKS), providing the student and teacher real-time information about the student’s academic progress. Teachers then assemble in professional learning communities (PLCs) every Thursday after school to review the DOL data and assess each student’s proficiency and progress for that week. Students are then placed in differentiated proficiency groups (LSAE groups) every Friday for remediation or enrichment.

In this way, we are able to assess student progress continually. Since teachers are observed and coached continuously, school leaders are also able to analyze the connection between instructional practice and the progress of the students. Deficient instruction is remediated, and good instruction is honed. Students who are not making sufficient progress after good first instruction are provided more support such as time with a reading interventionist or small group math tutoring.

Smith MS and Jones-Clark ES students will take the BOY, MOY, and EOY NWEA MAP assessments in reading, math, and science. We take the beginning-of-year test in August; the middle of year test in December; and the end of year test in May. These are nationally normed tests and will help us monitor

our progress during the year and help compare our academic growth to students across the nation. We analyze academic growth relative to the average growth a student in the United States demonstrates by mid-year and end-of-year. We also analyze percentile increase, which is a measure of a student’s relative increase in proficiency. The MOY and EOY growth metrics are part of our teacher evaluation system.

We will also take the STAAR interim assessments in October and February. These tests are directly aligned with the actual STAAR exams and will help us monitor our progress throughout the school year. We will take the available STAAR exams for middle school students: Reading 7-8; Math 7-8; Science 8; and Social Studies 8.

Because of the direct correlation between the quality of instruction and student achievement scores, we monitor the quality of instruction daily. Each principal and assistant principal “coaches” instruction and provides effective feedback daily for at least a total of two hours each day.

THIRD FUTURE TFS Spot Observation Form – Core Subjects revised 22 Dec 2021		
Teacher:		Date:
Gr./ Subject:		Time In:
Observer:		Time out:
Area	Instructional Characteristics	Pts. Awarded
Lesson Obj. and DOL	Objective aligns to curriculum maps and assessments Obj. provides focus and coherence to the lesson Obj. is specific enough to be taught in 1 lesson DOL is tied directly to the lesson objective and curriculum DOL can be accomplished in 5 to 10 minutes	(0-1)
Purposeful Instruction	Instruction and activities support the objective Instruction is relevant and engaging and delivered in a way that maximizes understanding Direct instruction is at grade level and rigorous Transitions are smooth with no loss of instructional time Lessons are adjusted based on classroom response data The teacher requires the students to read, write, or think the entire lesson A digital timer is used to guide pacing of the lesson	(0-3)
Engage	The teacher effectively uses multiple response strategies and uses an MRS every 4 min. There is 100% student participation Teacher uses a variety of MRS strategies Students annotate work when appropriate	(0-3)
LSAE Model	Uses the LSAE model to differentiate instruction into four levels Separates students into appropriate groups for LSAE time Work for each group is appropriately rigorous and tied to specific learning objectives Students know their LSAE designation and what they have to learn Push-out occurs within 40 to 50 minutes of the start of the lesson LSAE work includes minimum 500-word text or math story problems	(0-3)
Virtual Instruction	Effectively uses Zoom and Google classroom to provide strong instruction The instruction for e-learning mirrors the high-quality of the in-class students Uses tech. equip. to enhance student learning simultaneously in-person and remotely Follows the TFS instructional modal for remote learners	0
Other Notes:		(TOTAL PTS.)
Praise:		
Question:		
Polish:		
Overall score for this spot observation:		
Unsat. (1-3) Progressing (4-5) Proficient (6-7) Proficient II (8-9) Exem. (10)		

They each complete two “spot observations” (10-to-15-minute observations) and provide written feedback on our spot observation form. In this way, the leadership team and the Network leaders are able to monitor the improvement of instruction and assist teachers or groups of teachers with specific skills or practices.

To ensure strong calibration and objectivity, a School Review Team (SRT), comprised of independent instructional leaders, conducts their own spot observations quarterly and compares them to the observations conducted by the school. The Network leadership also monitors the School’s Action Plan, which outlines clear performance metrics related to school-wide improvement (apart from achievement) that will be specific to Smith MS and separately to Jones-Clark ES. The implementation of the Action Plan is the responsibility of the Principal and is monitored by the Director of Instruction.

- c. Effective methods and systems for providing differentiated instruction to meet the needs of all students and plans to utilize an RTI model to identify and serve students with learning gaps;

The key to any effective “intervention” system is to have good, first instruction including scaffolded, grade-level instruction. While there are several innovative aspects to our school, the foundation for us is the quality of instruction. In particular, our model addresses perhaps the most problematic aspect of instruction in public schools: the absence of grade level instruction for all students. Our model is unique in its ability to teach students at grade level and then provide daily, targeted support and extension through differentiated instruction.

We call our model “LSAE” and it is specifically designed to significantly narrow achievement gaps. It is designed to provide students who are behind (and who would typically qualify for intervention) more time and guided assignments; students who are at grade level are challenged. Our instructional model combines direct instruction with highly differentiated and more personalized learning. It is essentially a model that differentiates instruction for a given objective and that provides different strategies and supports for students who are still learning the objective, securing their knowledge and understanding, accelerated, or at a point where they can move to a topic that more closely aligns with their interests.

All students receive grade-level, direct instruction for the first 40 to 45 minutes of a 90-minute class. This is important because many students in struggling school districts never receive grade-level activities or assignments – **we provide grade level instruction first to ensure remediation is not just assumed.** Students take math, ELA, science, and the Art of Thinking for 90 minutes every day.

After direct instruction, students take a “demonstration of learning” (DOL) and are then divided into four groups. The “learners (L),” who need more time with the specific objective for that class that day, stay with the teacher and receive more guided instruction and practice. The students who are “securing (S1)” their learning and who need more practice at a slightly higher-level work on a different activity in the classroom. Students who have “secured (S2)” their learning work on an activity or assignment that is yet more rigorous. The “accelerated (A)” student receives an even more rigorous assignment. The “secured” and “accelerated” students work in a “team center” outside of the classroom where learning coaches assist them during the remainder of that class period.

A small percentage of students will be placed in a fourth group: Enriching (E). The students in this category know the objective so well that they are allowed to use the rest of the class period to work on their enrichment topics that will be outlined in their Student Learning Plan.

The demonstrations of learning (DOL) ensure that student knowledge is assessed every period every day. Teachers analyze these data every Thursday during PLC and determine the student’s academic level and progress for the week. “Extended LSAE” on Fridays further helps remediate students or extend their learning. Progress is also monitored using DIBELS for literacy and the NWEA MAPs assessments.

In this way, teachers respond to student academic needs very specifically every period. The instructional model requires differentiation, and students who need an intervention on a specific topic and subject receive guided support and scaffolded assignments in real time every day.

Our model has proven to significantly narrow achievement gaps for all students who are behind academically, including students challenged by language barriers. This is so because the lessons are

highly differentiated and students who are struggling with an objective get more small group time with the teacher.

The model also strengthens the traditional RTI approach. Student academic deficiencies or “learning gaps” are identified immediately in every core class because of the daily demonstration of learning and analyzed again in the weekly PLC. At the same time, all students are provided strong, effective teaching at grade level through direct instruction in the first 40 minutes of class.

We also have reading interventionist and ELD teachers who supplement (not replace) the classroom instruction. Depending upon the academic need and a student’s scores on the demonstrations of learning or assessments such as DIBELS, that student may be provided reading interventionist support or sessions with an ELD teacher. These sessions are pull-out and take place during the second half of Art of Thinking or ELA class (that way the student still gets grade-level instruction during the first half of class).

Special Education students and those qualifying for 504s have a much more tailored experience based on the IEPs and 504s. All special education students spend time in the general education classroom and are given access to grade-level instruction. They then receive additional services based on their IEPs and 504s.

- d. A plan to maximize instructional time through consistent, efficient, and visible structures; and

Third Future maximizes the use of instructional time.

Practices we want to see to be Third Future Ready:

- You use a lot of visuals.
- You use a timer.
- You know where your students are academically and social-emotionally.
- You collaborate with your colleagues.
- You think about what it means to be in a high-performance culture and act in ways to strengthen it.

- You are prepared and have your lesson objective and DOL up before the start of each class.
- Your objectives and DOLs are aligned with the curriculum calendars and they meet the criteria of effective objectives and DOLs.

- You differentiate activities into four levels every class period, every day!
- You administer your DOL and get students into their LSAE groups within 10 minutes – start to finish.

- You push out in time (between 40 and 50 minutes after the start of class).
- Your students are reading, writing, computing, or thinking 95% of the time.

- You don't waste time – transitions are smooth; you have breakout rooms ready to go, etc.
- You teach bell to bell.
- **E-Learning (student is sick or absent)**
 - Students conduct a “table talk” or breakout room at least twice during a 45-minute period.
 - Students are allowed to see and speak with one another in the breakout rooms.
 - Breakout room time for table talk is between 2 and 5 minutes long.
 - Students complete a quick response card at least three times in a 45-minute period.
 - Students mute themselves when the teacher is presenting.
 - Remote learners keep their video turned on.
 - A student who is answering a question or making a solicited comment turns on her mic.

Practices we generally avoid:

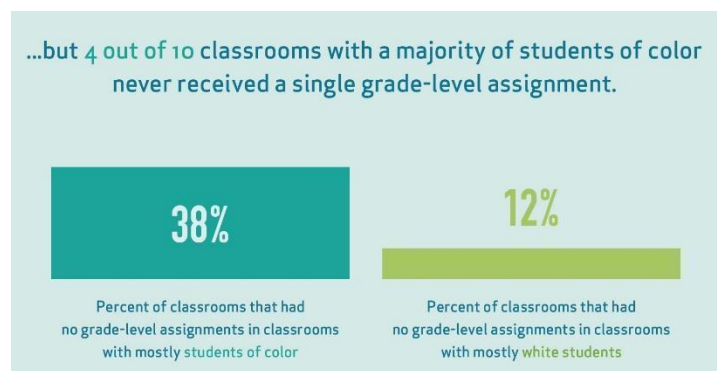
- Dark rooms
- Films (as opposed to movie clips)
- Poor readers reading to the class
- Round-robin reading and crayola curriculum
- Excessive copying and handing out worksheets
- Worksheets that are not aligned or purposeful
- Word searches
- Repeated single responses
- Doing homework in class
 - Excessive review of homework in class
 - Earning “free time”
- Copying definitions or defining words with little context
- Practicing listening to reading (when the purpose/objective is not related to reading)
- Presentations that are not tied to a rigorous rubric; numerous presentations
- Random spelling and vocabulary

- e. A sound base for the proposed educational program in research, theory, and/or experience, including that it is likely to be rigorous, engaging, and effective for the anticipated student population.

Evidence of Research-Based Design

Design model. The main design model, which we call LSAE, and which is explained above, combines direct instruction and differentiated instruction. It essentially allows students who need more time with an objective to receive that additional support from the teacher, who is the expert, instead of from an aide or paraprofessional. At the same time, it allows students who demonstrate proficiency on an objective to be challenged and learn to master.

The LSAE model addresses the fundamental challenge teachers in struggling schools face: how to raise proficiency of students who have gaps in their comprehension and are below grade level and when students are at different levels of proficiency (even if most of them are below grade level). The average teacher chooses to teach at the partially proficient level in order to help as many students as possible access the material. This methodology, while sensible, penalizes the students who are in the bottom quartile and in the top quartile. But it also lowers expectations for the other students: since students are taught at the partially proficient level, they end the year at the partially proficient level.



In most struggling schools, assignments are dumbed down, and expectations are lowered. The *Opportunity Myth* published by The New Teacher Project (TNTP) in September 2018 revealed that “4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.” That is why we start with 40 to 45 minutes of grade-level instruction for all students for every class, every day. Teachers use appropriate scaffolding, but the main content is at grade level.

Our model recognizes the challenges of classes that are academically behind by starting with grade-level instruction and then differentiating for four levels of proficiency (five if you count the “Enriched” level). The students who are still learning the objective get even more direct instruction and guided practice.

Research supporting education plan. While our LSAE model is innovative, the research base for it is longstanding. First, direct instruction is an instructional approach that is fairly structured and guided by the teacher. There is a rich research base on direct instruction, and for a good summary, see [A Brief Summary of Research on Direct Instruction](#) (Jean Stockard, PhD, January 18, 2015). With direct instruction teachers use different and engaging strategies to guide students through the learning of specific objectives. The proper and effective use of direct instruction can help students who might “get stuck” or frustrated when trying to learn content without a significant amount of assistance or guidance. Students who are behind academically sometimes need considerable guidance when learning difficult concepts or highly complicated skills such as reading or writing. Students will not be left on their own to flounder. We have found that direct instruction is one of the most effective strategies for students who are behind academically. We suspect that most Smith MS and Jones-Clark ES partnership school students will benefit from this instructional approach.

The other core strategy in our education program is differentiation. The research base for this strategy is also well-developed. Research on differentiation shows that this method benefits students with varying degrees of academic abilities from those with learning disabilities to those who are advanced. Carol Ann Tomlinson is known for her work in differentiation and provides strong evidence of its effectiveness in How to Differentiate Instruction in Academically Diverse Classrooms (Tomlinson, ASCD, 2017). Tomlinson and David Sousa also showed how neuroscience supports this educational program in Differentiation and the Brain (Sousa and Tomlinson, Solution Tree Progress, 2011). Our program thus will support students at Smith MS and Jones-Clark ES partnership schools who are in classrooms where the range of academic abilities vary.

Beyond the academic research, we have three years of experience that demonstrate conclusively that the model works for all students. We do not have “remedial” courses or “honors” courses, and we do not “track” students. Instead, we provide effective direct instruction at grade level every day and then provide highly differentiated instruction and activities for all students. This has had the effect of “catching up” the lower performing students while simultaneously enabling the more advanced students to grow even more.

With regard to the Dyad Concept, there is a growing number of businesses and educational organizations making the case for teaching different skills that will figure prominently in the future workplace (in addition to and not a replacement for reading and math skills). In a McKinsey and Company report from December 2017 entitled Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation, the renowned economic analysis firm noted that

“workers of the future will spend more time on activities that machines are less capable of, such as managing people, applying expertise, and communicating with others. They will spend less time on predictable physical activities, and on collecting and processing data, where machines already exceed human performance.”

They added that “the skills and capabilities required will also shift, requiring more social and emotional skills, and more advanced cognitive capabilities, such as logical reasoning and creativity.”

More recently, in October 2021, an American Succeeds report, The High Demand for Durable Skills, reinforced the belief that students need additional skills:

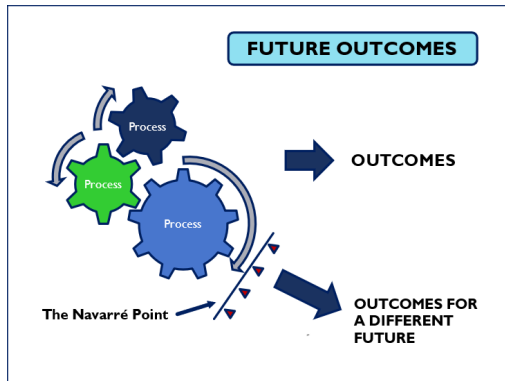
“In an era when technical skills are evolving at an unprecedented pace, there is an important set of durable soft skills that last a lifetime and power entire careers. Durable skills are a combination of how you use what you know – skills like critical thinking, communication, collaboration, and creativity – as well as character skills like fortitude, growth mindset, and leadership. Regardless of an individual’s pathway, educational attainment level, or geography, Durable Skills are in high demand by employers.”

Our Dyad Concept, including the Art of Thinking classes, is designed to prepare students for a fundamentally different world and workplace – the one being described by McKinsey, America Succeeds, and others. Even if we significantly narrow the achievement gap for our students, they may be facing yet another gap: the Year 2035 competencies gap. We plan to help both Smith MS and Jones-Clark ES partnership school students with both gaps.

Theoretical framework of plan. The theoretical framework of the school operations and design is tied to systems thinking. Having studied the work of Edward Deming, Peter Senge, Ted Kolderie, and others, Third Future Schools CEO began studying school systems and using his knowledge and experience to improve schools at a systems level. He has contributed to the field of education, writing

about and presenting on systems thinking at conferences and to his colleagues. [See, for example, Miles' latest white paper entitled Only Systemic Change Will Do, January 2022.]

Third Future Schools was started with Deming's principle that "every system is designed to get the outcomes it is getting" and was founded on the logical corollary that if an organization were trying to achieve significantly different outcomes it would need a different system – one with fundamentally different underlying principles of operating.



What is not immediately apparent when visiting a Third Future School are how different the underlying principles are. In brief, those principles are:

- Learning should be increasingly focused on how to think and how to learn (versus what to think).
 - The school, community, and family provide students with required experiences, not just specific courses.
 - Learning happens everywhere and anytime (and not by completing Carnegie units).
 - Employee compensation should be tied to what the system values most.
- Schools should be outcomes focused and there should be clear accountability at all levels for achieving those outcomes.

Third Future Schools is getting remarkable academic growth and improved performance because it employs a unique instructional model, provides numerous experiences and activities for students, and creates a high-performance culture. But all of these overt actions rests on a theoretical framework that suggests fundamental systemic transformation is necessary to not only close the achievement gap, but to also prepare students for a Year 2035 workplace and world.

High School Graduation Requirements (*High Schools Only*)

Provide evidence of the following:

- a. As **Attachment 1**, exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do and ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce); and
- b. Systems and structures the school will implement for students at risk of dropping out or not meeting exit standards.

High School Graduation Requirements are not applicable.

Special Populations and At-Risk Students

Provide evidence of the following:

- a. A comprehensive and compelling plan for appropriate identification of students with special needs and to ensure they are served in the least-restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and 504 plans, and participate in standardized testing;

Special populations. According to TEA data, more than one-third of Smith MS and Jone-Clark ES students are English Language Learners and approximately ten percent of the students at both schools receive special education services. Our first task will be to ensure that we do not buy into the “soft bigotry of low expectations.” We will reinforce our Core Belief that all students can learn and reach his or her potential. And our instructional model is designed to accelerate growth, especially for students who are behind academically. Thus, we will integrate our special populations into the rigorous instructional model and the school’s personalized learning model. We believe that with meaningful inclusion in high-quality programs where students are provided with individualized and appropriate support, holding high expectations, and using evidence-based services (Multi-Tiered System of Supports), children with disabilities and those challenged by language barriers can reach their full potential.

Methods for identifying at-risk students through academic and behavioral processes. TFS uses a thorough MTSS to identify at-risk students that present academic and behavioral difficulties and challenges. We use our Demonstration of Learning as formative assessment data that provides evidence of academic issues and our Habits of Success Program that tracks behavior and discipline challenges. Both of these programs together provide us with the data needed to ensure a robust program that possibly leads to needed evaluations to ensure we are meeting the needs of all students.

Third Future plans to address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided. Third Future Schools' LSAE model meets the needs of all students and tracks progress daily through our built in formative assessment program. All students receive a Demonstration of Learning (DOL) daily in all core content classes. This data is used to immediately identify students that need remediation and/or enrichment. This daily achievement is recorded by classroom teachers for grading purposes, MTSS documentation, and parent conversations. Not only does thi info help all students, but it especially targets and supports our special education, ELL, 504, and most at-risk students.

- b. A comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification of ELLs, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELLs and for exiting them from services, and plan for including ELLs in standardized testing and schoolwide educational, extra-curricular, and culture-building activities;

TFS Learning/Home Language Survey

Identification and Standard Operating Procedures

1. Out of District/State Students
 - a. Must complete paper registration/enrollment packet
 - b. Must complete the Home Language Survey
 - c. If check “yes” language other than English is spoken
 - i. Test with the WIDA screener within 7 school days-CLDE Staff
 - ii. If They qualify, offerservices
 1. If they accept, flag in IC and schedule
 2. If they waive services, documenting the folder
2. In District Transfers
 - a. Check/verify that they are, or are not, flagged in IC as an ELL student
 - b. If they are, notify Dorian Leiva and schedule into appropriate class
 - c. Begin services
3. Accountability and Monitoring
 - a. Brenda to check for HLS status and completion
 - b. CLDE staff to assess with WIDA Screener
 - c. Dorian to schedule into CLDE class
 - d. Brenda to send weekly list of new students with HLS status to Dr. Miles and Craddock By 4:00 pm each Friday, copy Dorian
 - e. Dorian to inform Dr. Miles and Craddock status of WIDA screener the following week. Dorian to set up a Google Sheet that will track this with student name, HLS status, testing date, testing results, nextsteps(service or not)

Once identified, students receive support services that are monitored to ensure our students are receiving all services and educational opportunities for their success.

- c. Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, ELLs, and students identified as intellectually gifted.

At the same time, we will comply with all regulations of the IDEA and Texas law, specifically the Texas Administrative Code (TAC), Title 19, Chapter 89. We would like to work in close partnership with the District on all special education areas. The TFS Network will support the school leadership to ensure we comply with District policy and State regulations. Additionally, our Chief of Schools Zach Craddock, who has served as a Director of Special Services and who has expertly supported our other schools in Texas, will provide additional expertise with regard to meeting the needs of Special Education, ELL, and gifted students.

We will hire licensed special education teachers who can provide the services outlined in the students' IEPs and 504s. Smith MS and Jones-Clark ES will be staffed to appropriately meet all direct services minutes. All special education teachers will be licensed by Texas and hold the special education generalist certification. We will ensure we identify a strong and effective admission, review, and dismissal (ARD) committee to make decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement. Full individual and initial evaluations will be conducted pursuant to the TAC, and the school will follow Beaumont's general education referral and screening system. ELD and Reading Interventionists also will be hired to strengthen our multi-tiered system of support for students who need even more support in reading and/or language acquisition.

- d. A comprehensive and compelling plan for providing services to students identified as intellectually gifted, including methods for appropriate identification of students, specific instructional programs, practices, and strategies the school will employ; and

With regard to our students identified as gifted, the LSAE model will challenge them. Once they have demonstrated proficiency on the daily objective, they will be given accelerated assignments and work independently or in pairs in the team center for the remainder of the period (approximately 40 minutes). This will happen every period every day. For students who demonstrate mastery of the subject, they will be given an "enrichment" project or assignment that is tied to their interests.

School Culture and Discipline

Provide evidence of the following:

- A vision for school culture or ethos that will promote high expectations, a positive academic environment, and shared ownership of intellectual and social development for all students, including those with special needs, ELLs, and students at risk of academic failure;
- A coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year and proposed mechanisms for monitoring campus climate;

Vision for school culture and coherent plan for establishing and maintaining culture and climate. The culture and climate center on our Core Beliefs, the first two of which are that *all students can learn and reach his or her potential* and *effective teachers make the most difference in student academic performance*. How these Core Beliefs manifests themselves day-to-day behaviors of staff and students starts the agenda of every professional development. They are also integrated in our action plans and climate surveys.

CORE BELIEFS
<ul style="list-style-type: none">■ All students can learn and reach his or her potential.■ Effective teachers make the most difference in student academic performance.■ We hold high expectations for students and ourselves.■ We value parent engagement and community support.■ We are accountable for clearly defined outcomes.■ We value equity and commit to reducing inequities inherent in the education system.

As we do throughout our Network, we will build a **high-performance culture** at Smith Middle School and Jones-Clark Elementary School. Teachers also participate in a culture survey twice a year and results are incorporated into principal evaluations.

The development of our high-performance culture starts with the recruitment process and the employee contract that outlines the school's beliefs, values, priorities, and expectations. All school leaders are trained on and implement the following components of building a high-performance culture:

- **Reinforce core beliefs and what the organization values most.** These beliefs and values *guide Third Future Schools' actions and behaviors*. We will be purposeful about developing staff understanding of the beliefs and ensure staff members recognize how the core beliefs manifest themselves in practice, in the classroom and in the school.
- **Create a shared and inspiring vision that drives priorities.** We will hire staff members who share the vision we have for Smith Middle School and Jones-Clark Elementary school and for serving the underserved. We will ensure that our vision drives priorities and organizational behavior.
- **Set high expectations.** A sense of high expectations will be reflected in all aspects of the school from parent-teacher conferences to student habits of success, from teacher evaluations to the efficacy of the professional development. We recognize that there is not one program or initiative that can establish a culture of high expectations. Rather, such a culture is purposefully built through a thousand acts by students, teachers, and administrators.
- **Focus on outcomes.** We believe that great schools get results. Our teachers and leaders understand that success or goal attainment has to be demonstrated. Smith Middle School and Jones-Clark Elementary School will have a culture that establishes measurable outcomes, especially around student proficiency and staff performance. We will use data and monitor progress toward key benchmarks and objectives.
- **Hold people accountable for outcomes and provide a high level of support.** High performance cultures value and reward people who “get the job done” and get it done right. Third Future Schools values effectiveness and the ability to achieve defined outcomes. At the same time, the students who attend Smith Middle School and Jones-Clark Elementary School cannot afford to learn from an ineffective teacher. We will take purposeful steps to help ineffective teachers improve or, if necessary, remove them from the system. High levels of support will match the level of accountability, as accountability without support only breeds a culture of fear.
- **Support continuous improvement.** Leaders of high-performance cultures use continuous improvement models. We know that transformation takes time, and one cannot reach challenging objectives without numerous smaller steps. At the same time, we will maintain a sense of urgency and expect progress.
 - A clear plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways that meaningfully contribute to the school culture;

In our model, all electives and most Dyad courses (such as piano, karate, cycling, photography, etc.) are taught by community members. This has worked well in our other 1882 partnerships as a way to grow community involvement and engagement with the school. These community members provide great feedback and input into managerial decisions related to the Dyad program and general operations. Additionally, Smith Middle School and Jones-Clark Elementary School will have a parent advisory

committee that will meet monthly to discuss and provide input on key operational issues and parent concerns.

Third Future Schools is currently beta testing a community engagement application that allows parents, staff, and community members to provide real-time input on key issues. The product is being developed by Ourco. We will use this communications tool for Smith Middle School and Jones-Clark Elementary School to get even more community involvement.

In addition, a Parent Advisory Committee will be formed and meet monthly at each campus. Third Future also has multiple parent and family engagement opportunities to volunteer at campuses. Also, our doors open at 6:30 AM - 5:00 PM and parents are always welcome to attend study hall with students.

- Legally sound policies for student discipline, suspension, and expulsion that do not indicate students will be removed in an inappropriate manner, as well as appeals, including proper processes for students with disabilities; and

Please see Attachment 3 - TFS Discipline Policy.

- Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly.

Third Future Chief of Schools, Deputy Chief of Schools, Chief of Operations monitor discipline tracking referrals and interventions submitted weekly by Directors and Principals to identify trends and adapt activities accordingly. This occurs each week.

- A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs;

Third Future utilizes counselors and contracted service providers to serve within our ecosystem providing proactive, timely, and responsive services for students. These services are tracked and monitored throughout the school year.

- As **Attachment 3**, a student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights;

Please see Attachment 3 - TFS Discipline Policy.

- As **Attachment 8**, the board and/or network's (if applicable) preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population (*If School Leader candidate(s) is not yet identified*); and

Please see Attachment 8.

Staffing Plans, Hiring, Management, and Evaluation

Provide evidence of the following:

- a. A recruitment and hiring strategy, including selection criteria, protocol, and timeline, that are likely to result in a strong staff that is well-suited to the school;

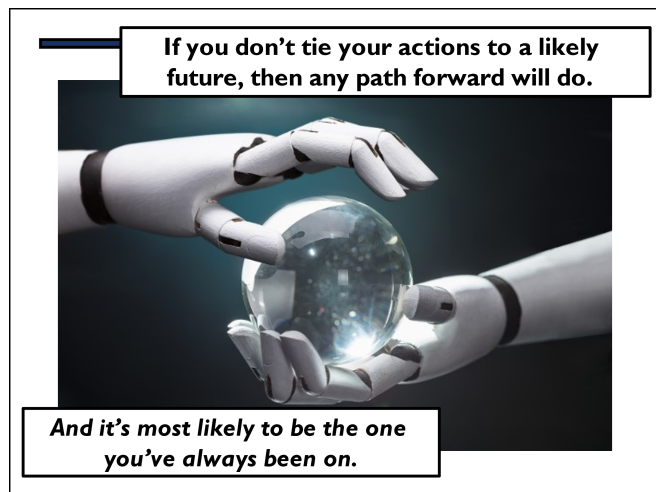
Third Future hires early and maintains a robust pipeline of candidates and teacher apprentices to ensure all campuses are 100% fully staffed prior to school starting and throughout the year. We will begin hiring as soon as Beaumont ISD gives us the green light.

The degree to which the pandemic has negatively impacted teacher recruitment and retention is still unclear. However, we already know that the workforce is changing significantly, and that the traditional employee value proposition is being challenged in ways that will impact teacher tenure and compensation.

As schools and districts think about staffing issues that were made more acute this last year, they should do so with those workforce changes in mind. More to the point, they should invest in recruitment and retention strategies based not on the workforce of the last 30 years, but on the characteristics of the workforce that is likely to exist in the next twenty years.

The effectiveness or return on investment of the strategies a district uses is dependent upon local variables and, more importantly, on the changing nature of the workforce. Take for example strategies to retain “veteran teachers.” The typical salary schedule provides greater rewards for teachers who stay in the profession longer and who have chosen to make a career of teaching. But what if the average tenure of a teacher declines, driven by the penchant of millennials to change jobs (and careers) more frequently? If that trend holds, then it makes more sense to shift the system’s emphasis from years of experience to one that rewards teacher effectiveness.

And if teacher tenure is decreasing significantly, then investments in strengthening the traditional career ladder may be misplaced.



Of course, it is difficult to definitively describe trends as they are happening. One has to put some stakes in the ground as to what the future holds even though that picture may not be fully developed. Alternatively, traditional schools could (and most likely will) rely on past practices and strategies, forever struggling to hire the workforce needed to get improved academic and performance outcomes.

One likely picture of the changing teacher workforce

The education workforce is changing quickly. It is likely that teacher tenure (and thus experience) will decrease, and schools will struggle with filling all their positions and retaining teachers. Substitute teachers will be in high demand, but the quality of their instructional ability will continue to be low. There is also likely to be an increase in the number of teachers leaving a school or the profession mid-year, especially if wages remain low relative to other careers or financially equivalent employment opportunities.

These challenges may be made more acute because the traditional employee value proposition in education is impacted by larger workforce trends, including the penchant for today's workers to shift jobs and careers often and to place a premium on work-life balance. As with many other employees in middle-income careers, teachers will demand higher wages and will not be satisfied with the modest salary increases provided by the traditional "step and lane" compensation plan. More and more teachers will dismiss a "career ladder" that takes 15 to 20 years to earn a modest, professional wage. Many will enter the profession not with a career in mind, but for some experience and an adequate salary while they wait to find their "real" job or career.



We suspect, too, that financial compensation and benefits will far outweigh the "ability to make a difference" when it comes to the employee value proposition. A smaller proportion of the teaching workforce will be willing to work in a low income or a demanding school without relatively higher compensation.

Finally, (and this is just a reasonable hypothesis), the "one's work is your family" culture seems to be on the decline. The rise of social media and other cultural shifts have enabled employees to have strong connections and relationships outside of work, degrading ties and the centrality of the workplace to a teacher's life.

All of the above is not to say that the changes are not justified or that there will not be a large percentage of dedicated individuals working in schools. Rather it means leaders have to adjust their thinking and strategies for staffing schools well.

These staffing challenges are all coming to a head when the profession is at a loss to narrow enduring achievement gaps and is finally realizing that the system is immovable and unable to change.

The problem we are trying to solve is not just convincing more people to join the teacher workforce or increasing the retention rate. The real question is how to change the employee

value proposition in order to employ teachers who are willing and able to get the achievement and performance outcomes *students need*. In order to take into account the changing nature of the teaching workforce and to ensure adequate staffing to continue to perform at high levels, schools and districts should consider shifting the traditional staffing paradigms.

1. Differentiate compensation.

Staffing is inextricably linked to compensation. If we are going to adequately staff schools *and* get achievement and performance outcomes, then we have to raise salaries significantly. But just raising salaries indiscriminately, without taking into account workforce changes or the need to raise student achievement, is unwise and ineffective.

Additionally, no organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees. Consider, then, differentiating salaries and incentives based on the employee's skills, ability to achieve outcomes, and the quality of their instruction. At Third Future Schools we use a combination of the "hospital model" for base salaries and incentives for annual outcomes. That means our base salaries are differentiated by position. So, for example, our third- and sixth-grade reading positions have the highest salary range and begin at \$7,000 higher than social studies. Fourth grade Art of Thinking teachers make at least \$4,000 more than our fourth-grade math teachers. Teachers also receive different incentives based on achievement outcomes and a rigorous assessment of their quality of instruction.

No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees.

Our average teacher salary is at least \$10,000 above the average teacher salary in the surrounding districts, allowing us to attract and retain teachers. These teachers may not be "veteran," but they are getting achievement outcomes. [For more information about our compensation plan, see the Third Future Schools Evaluation and Compensation System.]

And for those already concluding that this is impossible to do in a District with a strong union or teacher association, I invite you to look at Dallas ISD's pay-for-performance plan or Washington, D.C.'s incentive-based plan.

2. Hire specialists in lesson planning.

While this is not a new idea in the profession, it is time to be purposeful about finding ways to help teachers with work-life balance, narrow the set of skills that are required for a teacher to achieve, and to capitalize on teachers who are great at planning, but not as much on implementation.

Here’s how we’re doing this. Third Future Schools, a network of five schools in Colorado and Texas, employs approximately 325 teachers. Our teachers work hard, and our instructional model (called LSAE) requires even more time to develop daily lessons. This generation’s penchant for finding a better work-life balance will make it harder for Third Future Schools to retain high-quality teachers if we do not relieve teachers of some of the work that occurs after school hours. Thus, the Network will hire twelve curriculum developers (LCDs) to create LSAE lesson plans and assignments in ELA and Math that can be used by teachers throughout the Network.

LCDs will be paid approximately \$50,000 annually and can work from home. In some cases, if they develop the lessons for two grade levels, they may receive \$75,000. LCDs must be experienced in the TFS LSAE model and have demonstrated strong achievement results. They are required to spend at least four hours a week in a TFS school. This is a two-year position and can be done from home. Each school will share in the expense on a per-pupil basis.

In some cases, LCDs may teach class for two periods (90 minutes each) and still develop the LSAE lessons for a grade level course. In these cases, the LCD will earn approximately \$75,000 annually.

3. Replace elective teachers with community consultants.

At Third Future Schools, students attend a one-hour elective class every day, and twice a week for 90-minutes each time they also attend classes to broaden their experience such as karate, piano, photography, filmmaking, graphic design, dance, cycling, fitness, and others. We call these courses “Dyad classes.” In order to afford this, we hire consultants from the community to teach the Dyad classes. We pay them \$28 an hour as a consultant (on a 1099). We have had great results using these members of the community – students have fun and are taught by experts in the specific field or course, and we forge closer relationships with the community. These Dyad classes have been so successful, we are slowly replacing the traditional elective teachers with Dyad consultants as the elective teachers retire or are not invited back.

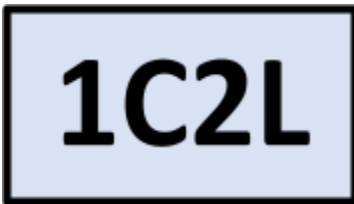
Equally important, we achieve the same (or better) outcomes and experiences for students at a much-reduced cost. Then we put the savings into higher teacher salaries.



4. Expand the reach of the best and brightest.

We now have the technology to expand the reach of the most effective teachers (and not necessarily the most experienced teachers). At Third Future Schools we are expanding the

number of “one-classroom-two-locations” (1C2L) teachers, who teach two classrooms at one time (one group physically with the teacher and at the same time another group via Zoom). The two classrooms can be in the same school or at different schools. These teachers will receive a \$12,000 stipend for this. They will be assisted by a Teacher Apprentice who will be with the class learning synchronously via Zoom. The Teacher Apprentice salary starts at \$60,000. The average of the two salaries approximates our average salary overall, so having an Apprentice Teacher does not significantly add to our salary line item.



Where the situation allows and there is a large enough classroom, the 1C2L teacher may actually have two groups of students in the same classroom. Approximately half the Art of Thinking and Science positions should be 1C2L teachers.

5. Hire additional Apprentice Teachers.

We anticipate a few mid-year resignations as a “normal” phenomenon going forward. Schools should consider hiring more “Apprentice Teachers” who can support the IC2L teachers or simply work with another core content teacher to grow as an effective teacher.

At TFS, apprentice teachers are hired to become teachers in Math, ELA, Science, or Art of Thinking. Their salary starts at approximately \$60,000. They should not have more than three years of experience. They are guaranteed at least one quarter of apprenticeship. After that, and once a relevant full-time position opens, they are expected to assume the main teacher role. Their salary will be adjusted at that time to that of a regular teacher according to the TFS compensation plan. However, TFS may determine that the Apprentice Teacher is not ready and keep them in their apprenticeship. Of course, any teacher, including an Apprentice Teacher, may be removed from their position if they are not meeting expectations.

6. Create the Learning Coach position.

We believe it will continue to be very difficult to find substitutes who can deliver effective instruction. Indeed, TFS stopped trying to find high-quality substitutes years ago. We also stopped hiring “paraeducators” who are generally low-skilled and are unable to help raise student achievement. Instead, we hire “learning coaches” who have Bachelor’s degrees and have to be proficient at working with small



groups of students and monitoring study centers (in line with our instructional model), and who can actively substitute for an absent teacher. As a result, we have never had to take a teacher’s planning period away or combine classes because of a vacancy or teacher absence. Learning coaches earn an average of \$52,000.

Learning Coaches also support the teacher and assume some traditional teacher tasks such as making copies and grading papers. The number of learning coaches varies depending on the size of the school. At our largest school, with 1400 students, we have 18 learning coaches; at our school with 420 students, we have six learning coaches.

As a final note: most leaders will no doubt wonder how they would be able to afford higher salaries and additional positions such as learning coaches and apprentice teachers. Keep in mind too that higher salaries and additional positions are not the ultimate goal; the ultimate goal is improved student academic outcomes.

Tweaking the existing system or making changes to the traditional salary schedule, but preserving its underlying principles such as rewarding longevity and providing incentives or salary increases indiscriminately, will not solve the staffing problem over the next several years. The key will be to work systemically, starting with identifying the characteristics of the modern teacher workforce and investing in those initiatives that will recruit and retain the teachers that can best get the outcomes your system values.

- b. A plan for providing targeted and personalized support and development to retain a high-performing staff;

Professional Development. A high-performance culture requires continuous support and professional development. Thus, our approach to professional development is based on a “coaching” model whereby staff members receive real-time and on-the-job feedback daily. We focus on “Third Future Ready Characteristics” that are specific instructional practices and strategies that define high quality teaching. They are also tied to the teachers’ evaluation. Administrators provide differentiated support for teachers in order to help each one improve.

Apart from on-the-job coaching, all teachers and learning coaches attend **seventeen (17)** professional development days. Nine of those days take place before the start of school during orientation and the remaining eight days take place during the school year (students do not attend on those days). The CEO, the Chief of Schools, and the Principal will conduct the training during the nine PD days prior to the start of school. The chart below details some of the topics that will be covered during orientation.

Topic	Sub-topics
The Why; Vision and Mission	The state of the school; impact of COVID; Urgency, Core Beliefs, Focus
	The fundamental challenges and the Opportunity Myth
	Third Future Schools strategic vision and what it really takes
	Returning to reimagined schools
	Health and safety requirements
The quality of instruction	Self-assessment of quality of instruction in each classroom
	What it looks like; practices to avoid; Third Future Ready characteristics
	How we will grow it and assess it
	Spot observation form; how to use it
Creating a high-performance culture	The coaching paradigm and instructional feedback
	Difference between climate and culture
	Key concepts and principles
	What does it look like?
Teacher eval and compensation	How to create a high performance culture
	Connection to Core Beliefs
	Self-assessment
	What does it mean to be an effective teacher?
Curriculum alignment	The new teacher evaluation and compensation system
	Spot observations and instructional feedback
	Support for teachers
	Curriculum calendars and TEKS
The LSAE model	Lesson Objectives and Demonstrations of Learning
	Demonstrations of Learning
	Lesson planning
	Differentiation
One classroom -- three locations	LSAE rubric
	LSAE examples and videos of LSAE in action
	Gallery walk
One classroom -- three locations	What it looks like; key characteristics; examples
	The technology and equipment
	Implementation

Professional development is made more effective because most of the topics are tied to the spot observations and the teacher evaluation system, 40 percent of which is connected to the quality of instruction. All of the training is relevant, and teachers are held accountable for purposeful implementation.

Administrators are similarly coached. A member of the Network leadership team – Chief of Schools, Deputy Chief of Instruction and Operations, Executive Director of Instruction, Director of Schools, or the CEO (and all of whom are experts at instruction and the TFS model) – will be in Smith MS and Jones-Clark ES almost daily. They will provide on-the-job coaching to the Principal and Assistant Principals. The CEO, Chief of Schools, or Deputy Chief of Instruction and Operations will provide scheduled, four-hour professional development to administrators every month. Similar to the teachers, administrators have a rigorous evaluation system that is also tied to compensation.

Section 3 - Applicant Experience and Demonstration of Results

Please describe any relevant experience (and, if applicable, provide a list of districts or cities) with designing and implementing your proposed model. Please also include specific results (e.g. school or student outcomes or other changes observed).

Our team has successfully started six schools in the last six years. Three of those schools have been successful 1882 partnerships: we partnered with Midland ISD to begin operations at Sam Houston ES in the 2020-2021 school year, and we partnered with Ector County ISD to replace a charter operator at Ector College Prep Middle Schools this school year (2021-2022). Ector College Prep has 1,431 students, and Mendez Middle School in Austin ISD is in their first year of operation (2022-23).

Our team has been successful in working well with each of our authorizers. We have five different authorizers in five different cities in two different states. We have built a strong team that is nimble and efficient that places an emphasis on the value of the partnerships for students.

State	Authorizer	Campus and # of Students	Location and Grades Served	Start Date	Type of School and Rating
CO	Aurora Public Schools	Academy of Advanced Learning (844 students)	Aurora, CO; K-8	August 2017	Innovation. "Performance" for 2021-22 school year by CDE.
CO	CSI	Coperni 2 (227 students)	Colorado Springs, CO; K-8	August 2018	Turnaround school. Not rated due to lack of CO data. On track for "Performance" for 2022-23 school year.
CO	CSI	Coperni 3 (357 students)	Colorado Springs, CO; K-8	August 2019	Innovation school. 2021-22 rating "Performance" by CDE.

TX	Midland ISD	Sam Houston Elementary School (461 students)	Midland, TX; K-6	March 2020	Sam Houston ES increased from 53/F to 68/D in year one and in year two increased from 68/D to 89/B (even during two COVID years!). Currently rated 89/B by TEA. Enrollment has increased from 350 to 461.
TX	Ector County ISD	Ector College Prep MS (1431 students)	Odessa, TX; 6-8	March 2021	ECP increased from 58/F to 86/B in one year after more than seven years chronically failing. Currently rated 86/B by TEA. Enrollment has increased from 1361 to 1440.
TX	Austin ISD	Mendez MS (261 students)	Austin, TX; 7 and 8	March 2022	Third Future is in year one of the partnership with students already showing .7 years of growth as evidenced by NWEA mid-year data. Mendez is on track for almost two years of academic growth in 2022-23.

Our success with achievement is evidenced by the STAAR assessments providing summative data, but we also have goals for the NWEA MAP assessments, which are nationally normed. At Smith MS and Jones-Clark ES, as with our other schools, the average students will demonstrate at least 1.6 times the growth of the average U.S. student in reading, math, and science. The students will also gain at least seven percentile points a year, meaning that they will improve their overall proficiency by that amount compared with all the other students in the nation.

These are challenging, but doable goals for us. For example, in July 2021, we entered into an 1882 Partnership with Ector County ISD, assuming leadership of Ector College Prep Middle School from the former District partner who was unable to make any headway. In just one semester, the students at Ector College Prep Middle

ECP	Avg. Growth	% >= .7	Avg. BOY Percentile	Avg. MOY Percentile	Avg. % Increase
ELA	1.29	62%	38%	40%	2.7%
Math	1.22	69%	37%	42%	5.1%
Science	1.26	65%	42%	46%	4.0%
ECP TOTAL	1.26	65%	39%	43%	3.9%

School have demonstrated over a year’s growth and close to a four percentile increase in proficiency. Similarly, Sam Houston Elementary School in Midland, an 1882 Partnership we started in the 2020-2021 school year, moved its State accountability score from 53 to 68 in just one year (and during COVID). It ranked 24 out of 25 elementary schools in Midland in 2019. Now it ranks number 4.

The schools of Third Future Schools are located in communities challenged by poverty and language barriers. We purposefully are designed to help underserved communities. We also target students who struggle academically or have been in failing schools. Our three schools in Texas, Sam Houston Elementary School in Midland and Ector College Prep Middle School in Odessa, and Mendez Middle School in Austin are all three “F-rated” schools. We have an 1882 partnership with three districts to turn

around the schools. All three districts have communicated interest in expanding to other schools in need of turnaround as well.

Third Future Schools’ first school is the Academy of Advanced Learning in Colorado. Over the last four years, TFS has been successful at launching and operating four additional schools with growing enrollment and achievement at all schools. Most recently, in August of this year, TFS launched its education program in Austin by entering an 1882 partnership with Austin ISD to operate Mendez Middle School.

Smith MS and Jones-Clark ES partnership schools will use the same educational program and instructional model as the other schools in the Network. The Academy of Advanced Learning, which started its sixth year in August, is the best example of how the model will work well for students challenged by poverty or language barriers, or for students who are behind academically.

As a result of the high-quality instruction and the LSAE model, we have been raising student achievement at a rate that is much higher than our peer schools. We achieved high “performance” scores on our state accountability measurements in 2018 and 2019 (there was no accountability score in 2020). We received the Colorado Succeeds Prize in 2019 for student academic growth and innovation. This is Colorado’s most prestigious education award. In 2020 and again in 2021, the Academy of Advanced Learning received Aurora’s Best Charter School Award from the City Council.

Even during the COVID-19 pandemic (in the 2020-2021 school year), our schools raised student achievement and narrowed the achievement gap. A very small percentage of schools across the nation can make that claim. The charts below show that the average student in our Colorado schools demonstrated over one and a half times the academic growth of the average student in the United States on the NWEA MAP tests in reading, math, and science.

TFS 2020-2021 End-of-Year NWEA <i>(% of annual U.S. growth)</i>				
	Reading	Math	Science	Total Avg.
The Academy	1.41	1.35	1.82	1.46
Coperni 3	1.85	1.60	2.07	1.78
Coperni 2	1.76	1.36	1.83	1.60
TFS combined	1.57	1.41	1.87	1.55

Perhaps more impressive is the data from Sam Houston Elementary School in Midland, Texas. Third Future Schools began operating Sam Houston ES in August of 2020 at the height of the pandemic. The school implemented our model and started to build a high-performance culture. The goal was to keep students and staff safe AND raise student achievement. We are proud to report that the school did both extremely well.

Sam Houston is 80% minority, and the majority of its students struggle to read or do math at grade level. When we started in the 2020-21 school year, Sam Houston ES was ranked 26th among the 27 elementary

schools in Midland for academic success. Its state accountability rating was 53 (a low F). In the 2021-22 school year, Sam Houston ES was rated 89/B thus moving Sam Houston ES out of F status in the first year and one point from A status in year 2.

The STAAR results in the chart below show the incredible success of the staff and students. Students made significant gains except in 5th grade science, where they still beat the average student in Midland by 13 percentage points. These results would be good even in a non-COVID year; to achieve that level of growth during the pandemic is truly amazing. We know of no other school in Texas that achieved such growth. More importantly, the students at this school, which ranked 26th out of 27 when the last school year started, now Sam Houston is ranked number 4 with students starting in the 2021-22 and 2022-23 school years at a **higher proficiency** level than the average student in Midland.

Sam Houston ES STAAR Results -- June 2021				MISD Overall			
	Meets or Above				Meets or Above		
Subject	2019	2021	+/-	Subject	2019	2021	+/-
3rd Grade Reading	19	34	15	3rd Grade Reading	36	35	-1
3rd Grade Math	11	20	9	3rd Grade Math	39	30	-9
4th Grade Reading	17	33	16	4th Grade Reading	33	33	0
4th Grade Math	15	21	6	4th Grade Math	40	39	-1
4th Grade Writing	6	24	18	4th Grade Writing	25	21	-4
5th Grade Reading	47	51	4	5th Grade Reading	43	40	-3
5th Grade Math	47	55	8	5th Grade Math	45	45	0
5th Grade Science	50	43	-7	5th Grade Science	45	30	-15
						5/8	

We have also been successful in managing the non-academic areas of school operations. We have always opened our doors at 6:30 a.m. without fail. We have never closed any of our schools on a regularly-scheduled school day. We never closed our schools last year during the pandemic, and we kept our students and staff safe. We also do not close for snow or winter freeze. [We were the only school in the state of Texas to remain open during the winter freeze in 2021]

Our students have always received an elective or specials every day and will continue to do so. We have also added “Dyad courses” that allow students to take classes such as piano, karate, yoga, photography, film-making, bicycling (with stationary bikes), and others twice a week in addition to the electives. Our schools in Texas stay open until 5:00 p.m. and our schools in Colorado stay open until 6:00 p.m. We have been able to manage to provide before- and after-school care for free and also provide free after-school activities at all of our schools.

Our buildings are managed well and are safe and clean. We also have a positive fund balance at all of our schools.

In partnership with Beaumont ISD, we know we can turn around Smith MS and Jones-Clark ES. We will build a high-performance and caring culture, and maintain focus on closing the achievement gap and preparing students for a Year 2035 world and workplace.

Section 4 -Operational Model and Cost Summary

(1 page maximum):

Briefly describe your operating model, including a short narrative summary of budget requirements in addition to any relevant financial models to provide a clear view of cost and operations.

Finances

Proposed per pupil expenditures. Finance is perhaps the most important area that demonstrates the true nature of an 1882 partnership. We know the District wants the Smith MS and Jones-Clark ES partnership students to be successful and will work with us to ensure that those students receive the per pupil funding that other students in the District receive. The result of the negotiations with the District will be codified in the 1882 partnership contract.

The key difference will be in how the overall funds are used. In our model, for example, professional development is the responsibility of the instructional leaders, Smith MS and Jones-Clark ES will spend no additional money on outside consultants or any company that provides such services. Smith MS and Jones-Clark ES will also have a different staffing model and provide its own back office support. Thus, on the revenue side, Smith Middle School and Jones-Clark Elementary School should receive the funding according to the student allotment estimated calculations in the State Aid template for District General Fund allotments adjusted for weighted student attendance. Both schools should also receive the appropriate per pupil amount for all the state and federal grants by category of student, such as Title funding, ESSER funding, Instructional Materials Allotment, IDEA, 1882 Partnership monies, and any other funding that would normally be received by Smith MS and Jones-Clark ES students. As with our other partnerships, we plan to negotiate fees for specific services such as transportation, nutrition, and custodial. Additionally, we understand that there will be some required district costs and fees for services that make more sense to be consolidated at the district level. For example, both schools should be charged for their share of internet services and utilities costs.

Most of the Third Future Schools leadership team have experience in large, urban districts and understand both the complexity and nuance of district budgets. This experience makes our team collaborative and balanced. Beaumont ISD will find us to be willing teammates when it comes to making these early decisions that impact per pupil funding.

Notwithstanding the need for collaboration, we have drafted a preliminary budget that shows the expenditures we plan for both campuses. Keep in mind that the revenue chart on this page does not include other Title dollars and shows a broad estimate of other revenue items. The per pupil revenue is also a rough estimate and represents the low end of what we believe is the likely amount.

The general budget expenditures are outlined and included in the attachments. We have reasonable place holders for the District required fees and the District's optional services. We will adjust our expenditures based on the actual per pupil revenue.

Section 5 -Relevant Appendices

(no more than 5 pages):

Please attach any relevant resumes, budgets, and demonstration of results that would inform BISD's review of the application.

Attachments include: 1) Eight Principles of a New Education System 2) Budgets for Smith MS and Jones-Clark ES 3) Class Schedules for Smith MS and Jones-Clark ES 3) Academic Calendar 4) Attachment 3 - Discipline Policy 5) Attachment 8 - Campus Admin and Instructional Staffing Plan

IV. ADJOURNMENT