

Beaumont Independent School District
Vincent Middle School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Vincent Middle School staff is to develop productive, responsible, competent students who have high self-esteem and academic knowledge that will enable them to be successful future citizens, workers, and parents. We will accomplish this by providing a relevant, enriched curriculum implemented by a dedicated staff in a safe, positive environment.

Vision

Vincent Middle School ensures every student and staff member a safe place to learn with maximum collaborative, warm, and positive educational opportunities for continuous growth and ultimate productivity. We embrace the diversity of all caretakers in creating a learning community where everyone shares in the moral responsibility of supporting one another's efforts to achieve and celebrate on-going staff, student, and school success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

February 2023

Demographics

Demographic Summary											
Total Students	African American	Hispanic	White	Asian	American Indian	Economically Disadvantaged	LEP	At Risk	504	Special Education	Gifted & Talented
694	516	113	32	16	1	513	49	394	111	60	40
100%	74%	19%	5%	3%	<1%	86%	8%	66%	19%	10%	7%

VMS is composed of a diverse student population of almost 848 6th to 8th-grade students. Our Hispanic, ELL, and Economically disadvantaged populations fluctuate each year while our African American, Native American, and Asian student groups remain somewhat consistent in size while our white demographics has declined slightly in recent years. VMS continues to focus on the performance of our special populations on local, state and national assessments for English language learners and our students served through special education. VMS values these diverse students and community populations which result in a rich learning environment for all.

February 2023

Teacher Demographics									
Total Teachers	African American	Hispanic	White	Asian	Certified	In Field	Out of Field	0-2 Years of Exp.	2+ Years of Exp.
40	12	1	25	0	36	35		5	31
100%	30%	2%	63%		90%	88%		1%	78%

One hundred percent of teachers are content area certified or in an alternative teacher program. The administrative staff is consistently working on recruiting, hiring, and retaining quality staff. We seek out certified teachers through job fairs and by using data from local alternative teaching programs. Our teacher salaries are competitive with neighboring districts, but not with districts with the same demographics and size as BISD.

Demographics Strengths

Based on data, VMS has a diverse student population. VMS provides a diverse learning environment that prepares students for a global society by reducing racial stereotypes and fostering cross-cultural acceptance. This healthy blend of many cultures is one of our most celebrated strengths at Vincent Middle School. At Vincent, our diverse teaching staff enhances our community and meets the needs of the student body. This cultural diversity in our teaching staff enhances collaboration with our teachers through common planning periods and Professional Learning Communities in all of our tested content areas. We consistently train teachers to work with special populations, inclusive of EL learners, and special education. Our teachers have been trained in 504 procedures and how to identify student's needs and accommodations. Working with our Executive Director of Special Education, we have been able to bring in additional Special Education teachers and programs to address the needs of this population.

Student Learning

Student Learning Summary

Student Achievement:

2022 STAAR Performance Data - Vincent Middle School (123910048)

ELA READING:

Grade	Approaches	Meets	Master
6 th	44%	21%	7%
7 th	60%	25%	10%
8 th	64%	32%	17%

Mathematics:

Grade	Approaches	Meets	Master
6th	36%	5%	0
7th	14%	2%	0%
8th	28%	5%	1%

Science:

Grade	Approaches	Meets	Master
8 th	36%	9%	2%

Social Studies:

Grade	Approaches	Meets	Master
8 th	12%	2%	1%

Student Learning Strengths

Based on the 2022 STAAR Assessments, data reported students. The face to face students, per teacher perception, well out-performed our virtual students for the prior school year, due to the consistency, instructional support and application of content knowledge. Unfortunately, this separation of face to face and virtual students in campus data was hard to ascertain as the district did not preclude these end results in data reporting. There were several instances of double-digit performance levels in the 'Meets' category, with all grades/content areas reporting percentages in the 'masters' level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There an 8% decrease on approaches per the 2021 STAAR Math Interim Assessment as compared to the 2019 STAAR Math Administration from 42% to 34%. **Root Cause:** Two new teachers in the math department Lack of Instructional support to close learning gaps Lack of student engagement

Problem Statement 2 (Prioritized): Real problem -TELPAS There's a 9% decrease in the ESL students exiting from 2019-2020 to 2020-2021 from 15% to 6%. **Root Cause:** 2% of campus teachers are ESL certified Lack of substantial support to close learning gaps Lack of implementation of ELPS with fidelity

School Processes & Programs

School Processes & Programs Summary

Instructional

- Mentor Teachers
 - All new teachers are assigned a mentor teacher to assist them throughout the year along with instructional coaching from the campus Curriculum Coordinator.
- ELAR/Math Consultant
 - Assist teachers in TEKS training in Math and ELAR
 - STAAR Alignment and Lesson Planning
 - Data Dis-aggregation: Focusing on student expectation development
- Professional Learning Communities (PLC)
 - Weekly meetings on lesson planning and vertical alignment to support content area
- Professional Development
 - Campus training opportunities (i.e., TEAMS, Grade Book, Eduphoria, etc.)

Curricular

- Tutorials
 - Tutorials are offered after school Mon.-Thurs. to support all students academically
- English as a Second Language (ESL) after school tutorials
 - ESL English course provided to support student achievement and language acquisition

Personnel

- Staff
 - Clerical/Office: 4 Full Time
 - Custodial: 4 Full Time
 - Nurse: 1 Full Time
 - Paraprofessional: 8 Full Time
- Faculty
 - Long Term Subs: 0
 - Teachers: 48 Full Time

At Vincent Middle School, we strive to prepare students to excel beyond middle school. In recent years, we have purchased technology to catapult our students into the technologically advanced society. We strive to give students the opportunity to learn through communication with teachers, administration, and community stakeholders to enrich their learning experience. Overall, the instruction at Vincent Middle School is aligned with TEKS and is fulfilling the needs of the students. The campus has many programs, both academic and extracurricular, that are well populated and effective. The staff development provided by the campus is well attended and useful. Teachers are accommodating students in the classroom based on their needs, inclusive of 504 and SPED accommodations. Vincent Middle School offers instructional programs designed to meet the individual needs of the students, with the largest instructional program being that of our regular education program. The Gifted and Talented program serves approximately 5% of the students with 7% of the student body is served through special education services, and 6% of the student body is Limited English Proficient.

School Processes & Programs Strengths

- Departments conduct weekly PLCs for effective lesson planning and Data Driven Instruction (DDI).
- Administration holds monthly professional development training for teachers.
- To increase the instructional day, teachers provide before and after-school tutorials.
- Redeveloping Monthly staff/faculty celebrations.
- Provide luncheons during state testing days.

Vincent Middle School offers instructional programs that are aligned with state standards by providing access to a guaranteed and viable curriculum designed to meet the 21st-Century learning requirements for the student. The integration of the STAAR4WARD/Lead4Ward lesson planning processes and research-based instructional strategies have made an impact on student achievement. Also, the use of Eduphoria for exemplar lesson planning and the ease of incorporating the TEKS and ELPS into instruction has been very beneficial. Our professional learning communities build teacher confidence and capacity through communication and collaboration for lesson planning and data disaggregation. Lead4Ward is used to collect data and monitor and adjust instruction. In addition, district assessments are given and the data is used to differentiate instruction. Much attention is given to quality curriculum techniques as formative/summative assessments, open-ended questions, multiple representations of engaging stimuli, a cooperative grouping of students, and quality evidence of learning. Certified teachers are qualified or sought out and paraprofessionals are required to have a minimum of 48 college hours or certificate before being selected to interview. Vincent Middle School has used funds to increase the number of desktop computers and chrome books for student use. In order to meet the needs of our English as a second language students, efforts made to have all teachers obtain an ESL endorsement. Our campus operates under several levels of leadership including the Campus Educational Improvement Committee, CEIC, which consists of teachers, parents, and community leaders. The committee meets approximately once a quarter and gives input in areas of concern including a budget, curriculum, staffing patterns, staff development, and school organization. Vincent's leadership team consists of department heads, counselors, assistant principals, and the building principal that provide input to scheduling, exams, school events, and other curriculum factors. The staffing has a positive trend following the chain of command to solve concerns and issues. The teachers are knowledgeable in their content area.

Other noted strengths and RTI components at Vincent are as follows:

Reading Coach

Behavioral Interventionist

RTI Coordinator

Dyslexia Specialist

Campus Restorative Discipline (CRD) - This program serves as a Tier 3 intervention that offers a comprehensive means to restore discipline through weekly visits from CIS, administrators, LPC, counselors, Social Emotional Learning (SEL) Consultants, and behavior specialists while providing individualized online instruction.

Volunteer Tutorials - Offered by individual teachers

School Support Specialists

Perceptions

Perceptions Summary

Students at Vincent Middle School (VMS) are invested in the culture and climate of the diverse nature of our campus. Classroom and campus **CHAMPS: A Proactive and Positive Approach to Classroom Management**. VMS will continue to build a common language for behavior. VMS CEIC consists of teachers, counselors, and administrators and has met several times over the past year to discuss, facilitate, and implement.

All administrative and support staff are available daily and also after school to ensure that safety and academic success are communicated in the Vincent Middle School. Vincent Middle School parents feel that the climate on the campus is good. The campus works to present a campus climate of caring and high achievement. Vincent Middle School students come from diverse backgrounds, however, many of the students work together with respect to building relationships.

Perceptions Strengths

- PTA
 - An active partnership that encourages continuous positive relationships with all stakeholders
- Communication
 - The campus encourages parents to utilize Parent Self Serve to provide open communication to view grades and conduct.
- Business Partnerships
 - Fostering student excellence through Student of the Month activities and incentives
- Staff
 - A culturally diverse staff that has strong ties to the Beaumont and VMS community, which increases their investment in our collective success.
- Students and staff embraced the merger and overcame obstacles presented to them.
- Teachers work well together
- Students enjoy extracurricular activities
- The majority of the students feel the campus is safe
- Routine safety drills are successful
- Positive student and teacher interaction
- Improved outside/inside security

Priority Problem Statements

Problem Statement 1: There an 8% decrease on approaches per the 2021 STAAR Math Interim Assessment as compared to the 2019 STAAR Math Administration from 42% to 34%.

Root Cause 1: Two new teachers in the math department Lack of Instructional support to close learning gaps Lack of student engagement

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Real problem -TELPAS There's a 9% decrease in the ESL students exiting from 2019-2020 to 2020-2021 from 15% to 6%.

Root Cause 2: 2% of campus teachers are ESL certified Lack of substantial support to close learning gaps Lack of implementation of ELPS with fidelity

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1: Goal does not apply to middle school campuses.

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 1: Goal does not apply to middle school campuses.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 1: Goal does not apply to middle school campuses.

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1: By May 2024, Vincent Middle School will increase training/involvement and other opportunities for parents and volunteers from 6 to 10 times a year.

High Priority

Evaluation Data Sources: Monthly reports from the campus volunteers will reflect increased hours of volunteer activity at school.
Parent/Family Engagement Title I Coordinator Event Sheets

Strategy 1 Details	Reviews			
Strategy 1: Contact community organizations and parents requesting volunteer services Strategy's Expected Result/Impact: 2 more Business Partners / 4 Parental Volunteers Staff Responsible for Monitoring: Parent/Family Engagement Title I Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure that the required campus documents are made available to parents, such as Campus Parent Involvement Policy, School/Parent Compact, Campus Improvement Plans, School Report Card, assessment scores, and in a language the parents can understand. Strategy's Expected Result/Impact: An increase in parent communication. Staff Responsible for Monitoring: Parent/Family Engagement Title I Coordinator/Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The campus will provide academic parent nights that will give information on various topics three times per semester. Offer parent engagement activities/meetings at various times to accommodate the needs of parents. Strategy's Expected Result/Impact: An increase in parent attendance at parent meetings. Staff Responsible for Monitoring: Parent/Family Engagement Title I Coordinator Department Chairs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Invite parents to parent/teacher conferences at least two times in the fall semester and once in spring. Strategy's Expected Result/Impact: Increase in parent communication and involvement. Staff Responsible for Monitoring: Principal/Instructional Coaches ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 2: Vincent Middle School will increase the number of educationally focused events from 6 to 8 by the end of the 2023-2024 school year.

High Priority

Evaluation Data Sources: Sign-in sheets and event calendar.

Strategy 1 Details	Reviews			
Strategy 1: The Parent Center Coordinator will work with PTA and CIS to strengthen the connection between school and home. Strategy's Expected Result/Impact: Increased student attendance and achievement Increased parent involvement Decreased disciplinary referrals Staff Responsible for Monitoring: Parent/Family Engagement Title I Coordinator/Principal/CIS Coordinator Campus ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer multicultural celebration programs Strategy's Expected Result/Impact: Increase in their number of parent & family participants in cultural programs based on a sign-in datasheet Staff Responsible for Monitoring: Parent/Family Engagement Title I Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer quarterly sessions to assist parents in understanding their students' academic life, including academic knowledge, social/emotional well-being, and study skills. Strategy's Expected Result/Impact: Increase parent and teacher involvement, increase positive school climate based on surveys. Staff Responsible for Monitoring: Principal, Parent/Family Engagement Title I Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Offer quarterly sessions to assist LEP parents in understanding their students' academic life, including academic knowledge, social/emotional well-being, and study skills. Strategy's Expected Result/Impact: Increase parent and teacher involvement, increase positive school climate based on surveys. Staff Responsible for Monitoring: Principal, Parent/Family Engagement Title I Coordinator/TELPAS Coordinator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 1: Increase student achievement on the STAAR Math assessment, (Meets Category), from ---% to ---% for all 7th grade students at Vincent Middle School by the end of 2023-2024.

High Priority

Evaluation Data Sources: Measure student success by growth on benchmark assessments and STAAR data.

Strategy 1 Details		Reviews			
Strategy 1: Focus on supporting and readiness standards (vertical alignment), through HB 4545 and the Blended Learning format. Strategy's Expected Result/Impact: Increased performance on local benchmark assessments; Improved performance on STAAR compared with prior year's performance Staff Responsible for Monitoring: Department Head Content Administrator Teachers Math Coach Designated Assistant Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Embed Math improvement/intervention classes into the master schedule to give Tier II & Tier III at-risk students access to more resources including time and targeted instruction. Strategy's Expected Result/Impact: Improvement in scaled score on the STAR 360 Math assessment administered twice a month to monitor progress; increase in student quiz averages on Education Galaxy and Study Island quizzes from last year; increased performance in benchmark assessments Staff Responsible for Monitoring: Math Teachers, Department Head, Math Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Invite students to participate in tutorial/extended day programs based on need and work ethic to improve. Strategy's Expected Result/Impact: Improvement on district benchmark test performance; Improvement on Universal Screen throughout the year; Improvement on STAAR over last year's STAAR performance Staff Responsible for Monitoring: Content Administrator, Math Coach and Department Head TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide online intervention program for math Strategy's Expected Result/Impact: Time logged into program both at school and at home; Progress as measured by program assessment tool; Improvement consistent with average or above average growth rate on STAR Universal Screen; Improvement on STAAR over last year's STAAR performance Staff Responsible for Monitoring: Content Administrator, Math Coach, Math Teachers and Department Head TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide all core content teachers training in the integration of technology in instructional delivery. Strategy's Expected Result/Impact: Improvement in student achievement Staff Responsible for Monitoring: Principal Assistant Principals TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 2:

Increase Economically Disadvantaged student achievement on the STAAR Math assessment, (Meets Category), from ---% to ---% at Vincent Middle School by the end of 2023-2024.

High Priority

Evaluation Data Sources: Measure student success by growth on benchmark assessments and STAAR data.

Strategy 1 Details	Reviews			
Strategy 1: Focus on supporting and readiness standards (vertical alignment), through HB 4545 and the Blended Learning format. Strategy's Expected Result/Impact: Increased performance on local benchmark assessments; Improved performance on STAAR compared with prior year's performance Staff Responsible for Monitoring: Designated AP, teachers, Math coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Embed Math improvement/intervention classes into the master schedule to give Tier II & Tier III at-risk students access to more resources including time and targeted instruction. Strategy's Expected Result/Impact: Improvement on district benchmark test performance; Improvement on Universal Screen throughout the year; Improvement on STAAR over last year's STAAR performance Staff Responsible for Monitoring: Designated campus administrator, monitor, Math Coach, and teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Invite students to participate in tutorial/extended day programs based on need and work ethic to improve. Strategy's Expected Result/Impact: Certificates of completion of PD; increased performance on benchmark assessments. Staff Responsible for Monitoring: Campus Administrators and tutorial teachers, Math coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide online intervention program for math Strategy's Expected Result/Impact: Improvement in scaled scoring for Math STAR 360 (BOY, MOY, EOY data) and STAAR assessments to monitor student progress; intervention to close learning gaps of students who are not performing at the 'meets' category on STAAR assessment. Staff Responsible for Monitoring: Designated AP, teachers, math coach. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide all core content teachers training in the integration of technology in instructional delivery. Strategy's Expected Result/Impact: Technological fluency of teachers utilizing and integrating technology in daily lessons for students; ease of retrieving student data for analysis. Staff Responsible for Monitoring: Designated AP, Math Coach, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 3: Increase student achievement on all grade level STAAR Reading assessments from ---% to ---% for all students at Vincent Middle School by the end 2023-2024.

High Priority

Evaluation Data Sources: Measure student success by growth on benchmark assessments and STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Embed Reading improvement/intervention classes into the master schedule to give Tier II & Tier III at-risk students access to more resources including time and targeted instruction. Strategy's Expected Result/Impact: Improvement in scaled score on the STAR 360 Reading assessment administered twice a month to monitor progress; increase in student quiz averages on Education Galaxy and Study Island quizzes from last year; increased performance in benchmark assessments Staff Responsible for Monitoring: Reading Coach, ELAR Teachers, Content Administrator, Department Head	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 4: Increase student achievement on the STAAR Social Studies assessment, (Meets Category), from ---% to ----% for all 8th-grade students at Vincent Middle School by the end of 2023-2024

High Priority

Evaluation Data Sources: Measure student growth on district/campus benchmarks, STAAR assessment.

Strategy 1 Details		Reviews			
Strategy 1: Embed Social Studies improvement/intervention classes into the master schedule to give Tier II & Tier III at-risk students access to more resources including time and targeted instruction. Strategy's Expected Result/Impact: Improvement on district benchmark test performance throughout the year; Improvement on STAAR over last year's STAAR performance Staff Responsible for Monitoring: Designated campus administrator, teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 5: Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 5: Increase student achievement on the STAAR Science assessment, (Meets Category), from ----% to ---% for all 8th rade students at Vincent Middle School by the end of 2023-2024.

High Priority

Evaluation Data Sources: Improvement on district benchmark test performance; Improvement on Universal Screen throughout the year; Improvement on STAAR over last year's STAAR performance

Strategy 1 Details	Reviews			
Strategy 1: Embed Science improvement/intervention classes into the master schedule to give Tier II & Tier III at-risk students access to more resources including time and targeted instruction. Strategy's Expected Result/Impact: Improvement in district benchmark test performance throughout the year; Improvement on STAAR over last year's STAAR performance Staff Responsible for Monitoring: Designated campus administrator, teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	6/20/2023	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	3/19/2024	D'Lana Barbay	10/30/2024