Beaumont Independent School District

Pietzsch-MacArthur Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Pietzsch-MacArthur is to drive and increase student achievement through innovative learning opportunities that will prepare our students to be productive contributors to their community.

Vision

The vision at Pietzsch-MacArthur Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Our vision for our teachers is to prepare them to teach to their greatest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Demographics

Pietzsch-MacArthur PK-8 Center is located in the heart of the South Park neighborhood in Beaumont, Texas. We currently have 1050 students grades PK-8th grade. The student demographics of Pietzsch-MacArthur reflect the ethnic composition of the community from which the district draws its population. The composition of the student body is majority students of African American and Hispanic ethnicity. Enrollment has consistently increased due to the addition of the three middle school grade levels. Beginning the 2022-2023 school year, Pietzsch-MacArthur will expand to include 8th grade. We are projected to enroll more than 1100 students by the year 2023. Our expansion campus will focus on STEAM and Fine Arts. Students will have access to robotics, eSports, A/V production clubs, UIL sports, and cheerleading to only name a few. We are very excited to provide a neighborhood middle school to our school community. Middle school grades will transition on a 45-minute rotation schedule. However, 7th and 8th -grade ELAR will be double blocked to lessen the student-teacher ratio.

We are a campus that strives for student progress and growth while decreasing inappropriate behavior. We seek to give opportunities that our students would otherwise not receive.

Demographics Strengths

- The district Pre-K program for economically disadvantaged and LEP population provides early intervention for at-risk students.
- We have added the regional school for the deaf to our campus. This program will add a fifth class to address the growing student group.
- Our campus has a diverse population of special needs students which help our students learn acceptance of others.
- We celebrate all student groups on our campus.
- Emerging PTA and growing parent involvement
- Partnership with Lamar University
- We will expand our campus to include the 8th grade.
- Expanding to 8th grade will allow our community to have a neighborhood school that services middle school-aged students.
- We are developing a plan to become a fine arts academy as well as adding a robust honors program in the future
- Creation of a STEAM and Fine Arts program
- We will expand our STEAM program to our elementary grades by utilizing our NEST as well as middle school students as STEAM assistance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): African American students accounted for 94% of all discipline referrals written and entered into TEAMS **Root Cause:** Students lack coping skills to deal with stressful or frustrating situations due to the lack of a social emotional program to address these concerns.

Student Learning

Student Learning Summary

Student success is important at Pietzsch-MacArthur PK-8 Center. Teacher and staff efforts, along with available resources are directed toward helping every child achieve academic and personal growth. Several data sources are used to assess student achievement strengths and needs. Among these data sources are the 2022 State of Texas Assessments of Academic Readiness (STAAR), and TELPAS.

Our campus also tracks student achievement using STAR 360 for reading and math and mClass for primary reading.

See Campus Data Chart in Addendum

Student Learning Strengths

Based on need, students may receive pull-outs for re-teaching, differentiated instruction, and tutoring.

Through extended planning, teachers develop instructional strategies to help meet the needs of all learners.

We strive to incorporate advanced planning and review into the lesson cycle.

We seek ways to engage students in* everyday learning.

Teachers are increasing their knowledge and implementation of small group instruction

Implement Reading Academy to increase phonemic awareness in grades PK-3. We will be adding a phonics intervention program for grades PreK and Kindergarten.

Added reading intervention program for grades 5-8.

Celebration of student progress

Utilization of online programs for reading and math

Implementation of Education Galaxy to help struggling readers in grades 3-5.

We are good at student progress but struggle with students achieving a passing score on assessments.

We use PLCs to constantly analyze student data. Data-Driven Instruction data meetings are completed after each assessment and are subject-specific.

Use of the Weekly planning model through BRES.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2021-2022 STAAR data in grades 3-7 on reading and math, major student groups (ED, AA, SpeEd) performed at a less than 40% proficiency level. **Root Cause:** Students did not acquire necessary foundational skills developed in the prior grade in order for them to develop present grade level knowledge.

Problem Statement 2 (Prioritized): Based on STAR 360 MOY data, more than 50% of students in grades 1-7 are reading at least one year below grade level. **Root Cause:** Student have evident gaps in phonic awareness and reading fluency which contributes to an increasing gap in reading development.

Problem Statement 3 (Prioritized): Based on our 2022 TELPAS, EB students are not reaching their next proficiency level at the expected rate. **Root Cause:** EB students are experiencing a language gap causing a struggle with reading comprehension and writing fluency.

School Processes & Programs

School Processes & Programs Summary

CAMPUS-BASED ACADEMIC PROGRAMS

District Created Curriculum

Guaranteed, Viable Curriculum implemented to ensure Curriculum, Assessment and Instructional needs.

BISD District Resources are located on the district's Portal

- **District Pacing Calender**
- **Lead4ward Implementation**
- **Performance Indicators & Unit Tests**
- **Neuhaus Implementation**
- **Early Literacy Program for PK and K CLI**
- **Reading Academy**

Istation for PreK only

Education Galaxy- District and Campus purchase and implementation

Using technology as the vehicle for learning, **Education Galaxy** offers students in grades 1 through 5 an added opportunity for accelerated instruction in the subjects of Mathematics. Students can access this virtual learning program from home 24 hours a day, 7 days a week. Students have access to a Certified Mathematics Teacher via live chat and questions and answer choices can be read orally in both Spanish and English.

Xtra Math is a web based math fact fluency program that helps students master addition, subtraction, multiplication, and facts.

Stemscope Math K-5

Grades K–8 represent a comprehensive system of mathematics instruction that provides teachers the tools and resources they need to support students' successful mastery of the TEKS. Texas *GO Math!* includes multiple instructional approaches, diagnostic assessments, and Texas Assessment.

REWARDS-reading intervention program for 4-8 Grade

Complete Research-based Instruction. Complete continuum of explicit instruction

Renaissance Learning

Accelerated Reader is a reading management tool that helps teachers motivate students by making reading practice exciting. The program is designed to help teachers guide students to appropriate books and closely monitor reading practice using reliable and valid quizzes.

STAR 360 Reading and Math

Diagnostic testing for grades K-8. Monthly benchmark assessments track student progress. Teacher reports provide teachers with information to drive instructional practices. Assessments provide the most valid, reliable, actionable data in the least amount of testing time. The assessment results empower educators to focus on individualizing instruction to accelerate learning for all students.

Data Folders and Student Portfolios

Lead4Ward

Curriculum resource that focuses on data available for administrators and teachers. Consultants work with the district in a coordinated service delivery model, lead4ward works to build capacity in district and campus leadership teams, creates a sustainable leadership structure to support ongoing work.

After and During School Tutorials and Enrichment

Classes are held after and during school to address the needs of our third, fourth, and fifth grade struggling students and offer enrichment classes.

Arts Related Curriculum And Young Audiences

Arts Related Curriculum and Young Audiences are community and school partnerships that bring dance, theater, music, visual arts and crafts, architecture, and literary arts to students. Artists and performers work directly with students. Also, students attend major performances and events sponsored by community and art organizations.

Dyslexia Program

The Dyslexia Program provides screening, instruction, and parent meetings for students in dyslexia. Students may qualify for the program according to the TEA guidelines in the areas of reading, handwriting, and spelling. Students are taught by our certified Dyslexia Specialist in a small group setting. Students who need modifications for their class work are eligible for 504.

DDI

Using Eduphoria Aware, student success is measured every nine weeks. The program focuses on student performance on the nine week tests and diagnostic tests in grades K-5.

School Volunteers

The School Volunteer Program provides an avenue for parent and community involvement which centers on the academic achievement of the student. Volunteers serve as classroom assistants, tutors, and helpers throughout the campus.

Technology Integration

Teachers integrate technology on a daily basis in their classrooms. Every teacher in grades PK-8 has at least three internet-connected computers in their classroom. Classes also visit the campus computer lab on a weekly basis. Grade level chrome books will be Incorporated in to class instruction.

UIL Competition

UIL Coaches train students in the areas of 8th grade athletics, cheerleading, EDA, Spelling, Creative Writing, Storytelling, Number Sense, and Maps, Graphs, and Charts to compete at the district level against other district teams.

ROAR Program- reading intervention program designed for 2nd graders. Students meet weekly with a community volunteer for 30 minutes to part take in reading intervention.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

This reading initiative will target 2nd grade students who are not meeting reading proficiency standards according to Renaissance STAR testing or mClass testing. The plan is to assemble a group of committed, trained and purposeful volunteers who will have assigned students read to them. Students admitted to the program will have at least one person (or more) to whom they will read for approximately thirty minutes one to three times each week. In addition, students will be encouraged to read daily to someone in their home or neighborhood.

STAFF QUALITY, RECRUITMENT AND RETENTION

The teachers and staff at Pietzsch-MacArthur PK-8 Center are dedicated to providing students with a safe, positive, and nurturing learning environment that will get them off to a positive start in their academic careers. There are currently seventy-five full-time instructional staff members as well as 22 instructional paraprofessionals.

New teachers to the campus are paired with a mentor teacher at the same grade level. They are given a common planning time with the mentor teacher and other teachers at the grade level. Additionally, they are given access to District resources for Professional Development. We also use the Relay coaching model designed by Uncommon Schools to mentor teachers and monitor instruction.

SCHOOL CONTEXT AND ORGANIZATION

Pietzsch-MacArthur's annual goal for the 2022-2023 school year is to increase the mastery of grade-level standard scores by at least 10% overall as well as to meet the standard for students in third, fourth, fifth, sixth, seventh, and eighth grade in each subject area (reading, math, and science) upon administration of the STAAR tests in spring 2023. We will use the data analysis process, the quarterly planning process, targeted interventions, ongoing monitoring of interventions, training and professional development for staff with continuous monitoring. We will also use the BRES weekly planning model.

TECHNOLOGY

Technology plays an important role in student learning at Pietzsch-MacArthur. Our campus has five functioning computer labs available to all students. Classrooms are equipped with two to four computers and the intermediate grades have classroom media carts with projectors and document cameras. Teachers are encouraged and supported in the use of technology to facilitate innovative methods of teaching. The campus uses STAR 360, Prodigy, MyOn, Accelerated Reader, and Flow 360 in a scheduled computer lab rotation with the assistance of a full-time technology teacher. Reports on individual and collective performance are consistently monitored for these software programs. Approved online resources are available as well, and the web-based software programs are also available to students at home. Our campus will start to integrate chrome books and iPads into the classrooms for regular use. PreK classrooms are equipped with 5 iPads each for language development. We are a one-to-one device district.

School Processes & Programs Strengths

CURRICULUM, INSTRUCTION, AND ASSESSMENT

- Teachers are currently implementing the district's curriculum with fidelity
- District curriculum writers develop assessments based on scope and sequence and TEKS for each 9 week grading period. They include higher order thinking and multi-step processing questions.
- Progress is being tracked for students through TEAMS report cards, iStation, Star 360 Reading and Math, Renaissance Learning (AR), Eduphoria, benchmark assessments and RTI. Teacher progress is being tracked through T-TESS and student achievement growth.
- Teachers are implementing Tier 3 reading intervention programs
- Teachers are implementing Reading Academy phonics for Tier 1 reading instructions for grades K-3.
- Weekly planning sessions help ensure instruction is planned and executed effectively
- We utilize vertical team planning each grading period
- PD is tailored to the needs of our campus when possible
- Academic partnership with Lamar University

STAFF QUALITY, RECRUITMENT AND RETENTION

- Veteran teachers serve as mentors for new teachers and teachers needing additional support.
- The district supports new and struggling teachers through the district mentor program
- We will be creating a coaching and mentoring program based on the Relay model. We have a Relay team that will oversee the growth and support of ALL new teachers and those with 3 years or less experience. The admin team will work with teachers in need of assistance using the Relay model.

SCHOOL CONTEXT AND ORGANIZATION

- The campus is working with a Professional Services Provider (PSP) to improve campus performance.
- Professional Learning Committee (PLC) meetings are held weekly to discuss appropriate methods to meet the needs of our students.
- Effective and frequent data analysis of campus-based and district-wide assessment.
- Use of Lead4ward components to drive instruction and create effective lessons
- Student trackers to monitor progress

TECHNOLOGY

- Technology is used to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective decision-making and strategic planning through Eduphoria.
- Our campus has a full-time technology teacher
- Our students have been introduced to coding
- Students will be able to experience robotics this school year
- integration of chrome books and ipads

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to campus walkthroughs there is a lack of consistency in implementing small group instruction in grades 1 and 2 for math and reading. **Root Cause:** Lack of consistent program feedback by the campus leadership team and teacher training, has led to a lack of program fidelity implementation and execution of small group instruction.

Perceptions

Perceptions Summary

CULTURE, CLIMATE, VALUES, AND BELIEFS

It is our goal to establish a school culture and climate that generates increased student learning and teacher efficacy: resulting in effective instruction in the classroom. This will have a direct impact on the overall academic performance of students and help to increase staff and student morale.

In an effort to address school culture and climate, we will establish processes and procedures for providing teacher/staff training addressing diversity, classroom management, monitor the implementation of current initiatives (guided reading, PLC's & small group instruction), and recognize staff and students for academic growth, attendance, good citizenship, random acts of kindness, and other outstanding achievements. We will establish consistent communication with parents and community members, establish partnerships with the community through outreach initiatives, and provide parent involvement training based on current needs. We will establish student leaders and provide opportunities for student leadership roles. We will also seek continuous staff development that provides tool in effective ways to teach at risk students. Our campus will now have a full time counselor and a behavior specialist for the new school year. With this addition, we will narrow our behavior focus and create small intervention groups to give students tools to deal with frustrating and stressful situations. We will also seek understanding of student behavior through Ruby Payne techniques and will implement . We ended the year with 200reported behavior referrals.

PARENT/FAMILY AND COMMUNITY ENGAGEMENT

Parental involvement is a major program component for the Title I Program. Each campus must include the School/Parent Compacts and Parent Involvement Policies at the district and campus level. The district and campus allocate funds to support parental involvement activities planned in cooperation with parents. Monthly parent meetings are scheduled during the school year at a variety of times to provide parents an opportunity to learn about the Title I Program, encourage home school partnerships in learning, and provide input on the development of the program through the district advisory council team.

Parent-Teacher Conferences are offered in the Fall and parents are encouraged to attend conferences with school staff who are responsible for the academic instruction of their students. Title I parents are encouraged to participate in campus and district parental involvement activities to ensure ongoing family engagement. A monthly district report is prepared with parental participation and volunteer hours collectively from the Office of Parental and Community Involvement.

Parents and the community have excellent opportunities to feel welcomed in our school. Goals Night, STAAR Parent Night, Family Engagement opportunities, and Parent Conferences are available for parents to feel welcomed and become involved in their child's education.

Communication between the school and parents is primarily in written form as letters to the parents concerning any activities at school. Another form is the Blackboard Connect System to all Pietzsch-MacArthur parents by the principal, Mrs. Collins, by phone. The school has also introduced the Remind Application as a way to help parents stay connected with the classroom. We also have a campus Facebook page to keep parents informed of weekly events and

celebrations.

Written communications to parents are translated in Spanish. In addition, a full time interpreter has been hired to help facilitate communication with our Spanish speaking parents and our deaf parents.

Perceptions Strengths

CULTURE, CLIMATE, VALUES, AND BELIEFS

- Campus-wide norms have been established as guidelines for success
- Teachers have been trained in Positive Behavior Support Systems (CHAMPS)
- Campus based positive reinforcements
- Behavior Specialist added to our campus team for the 2018-2019 school year

PARENT/FAMILY AND COMMUNITY ENGAGEMENT

- Campus Parental Involvement Coordinator
- Opportunities for parents to learn about Title I Program
- Parent Teacher Conferences/Meetings
- Goals Night
- Communities in Schools
- STAAR Parent Night
- Surveys to parents regarding their perception of the school's effectiveness
- Translated Communications to the Hispanic Community
- Written and other forms of communication with parents (Quarterly Parent Newsletter, Remind 101, Parent Self-Serve, Blackboard phone call-outs)
- Partnerships with Lamar University and Harvest for Lost Souls
- Monthly partnership meetings

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to our parent involvement sign-in logs, Hispanic parents engage with the campus at a rate of 50% higher than our African American parents. **Root Cause:** As a campus we need to explore culturally relevant activities that will resonate with all our campus groups.

Priority Problem Statements

Problem Statement 1: Based on 2021-2022 STAAR data in grades 3-7 on reading and math, major student groups (ED, AA, SpeEd) performed at a less than 40% proficiency level.

Root Cause 1: Students did not acquire necessary foundational skills developed in the prior grade in order for them to develop present grade level knowledge.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to campus walkthroughs there is a lack of consistency in implementing small group instruction in grades 1 and 2 for math and reading.

Root Cause 2: Lack of consistent program feedback by the campus leadership team and teacher training, has led to a lack of program fidelity implementation and execution of small group instruction.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Based on STAR 360 MOY data, more than 50% of students in grades 1-7 are reading at least one year below grade level.

Root Cause 3: Student have evident gaps in phonic awareness and reading fluency which contributes to an increasing gap in reading development.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on our 2022 TELPAS, EB students are not reaching their next proficiency level at the expected rate.

Root Cause 4: EB students are experiencing a language gap causing a struggle with reading comprehension and writing fluency.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: African American students accounted for 94% of all discipline referrals written and entered into TEAMS

Root Cause 5: Students lack coping skills to deal with stressful or frustrating situations due to the lack of a social emotional program to address these concerns.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: By June 2024 the percentage of students in grade 3 performing at meeting and mastering grade level on STAAR will increase from 5% to 10%

Performance Objective 1: By May 2024, our campus will increase the number of on-track students from 40% to no less than 80% based on End of Year STAR 360 reading data for 3rd-grade students.

HB3 Goal

Evaluation Data Sources: STAR 360 BOY, MOY, EOY data
MClass data
reading benchmark
exit tickets
DDI outcomes
student portfolios

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All primary teachers K-5 will use Amplify created lessons in RLA instructional block guide with daily fidelity as well as effective small group implementation. **Strategy's Expected Result/Impact:** Create equity in each classroom to ensure all students are receiving effective reading instruction. **Staff Responsible for Monitoring:** Instructional Coach Reading Coach Primary Assistant Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: By June 2024 the percentage of students in grade 3 performing at meeting and mastering grade level on STAAR will increase from 5% to 10%

Performance Objective 2: By the end of the 2024 school year, Pietzsch-MacArthur will increase the overall success measure of phonological awareness for K, 1st, and 2nd grade from ---% to no less than ----% as measured by end-of-year mClass progress data.

HB3 Goal

Evaluation Data Sources: mClass BOY, MOY and EOY data
NWEA
student portfolios

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: K- 2 teachers will implement a campus-designed daily warm-up from mClass to address the literacy deficits identified from the campus mClass data. **Strategy's Expected Result/Impact:** Students will show increased fluency and increased rate of speed on skills embedded in the mClass state test. **Staff Responsible for Monitoring:** Classroom teacher Reading Coach Primary Assistant Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers K-5 will implement effective small group instruction with no less than 5 engaging learning stations for students in reading and math. **Strategy's Expected Result/Impact:** Improve reading and math fluency skills. **Staff Responsible for Monitoring:** Instructional Coach Reading Coach Math Coach Admin Team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: By June 2024 the percentage of students in grade 3 performing at meeting and mastering grade level on STAAR will increase from 5% to 10%

Performance Objective 3: By the end of the 2024 school year, Pietzsch-MacArthur will increase the overall success measure of phonological awareness of "on track" preK students will increase from ---% to no less than ---% based on end-of-year CLI data.

HB3 Goal

Evaluation Data Sources: CLI engage data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will implement effective small group instruction with engaging learning stations for students in reading based on CLI data for each student. **Strategy's Expected Result/Impact:** Improve student literacy skills and prove effective reading instruction. **Staff Responsible for Monitoring:** Reading Coach Admin Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By May 2024, our campus will increase Tier 1 students from ---% to no less than ---% based on STAAR 2023 math data for 3rd-grade students.

HB3 Goal

Evaluation Data Sources: Increased number of students on Tier 1 based on EOY STAAR math data
Stemscopes end of year assessment,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will implement effective workstations and small group instruction to address the areas of concern evidenced in our STAR 360 data as well as other forms of assessment. **Strategy's Expected Result/Impact:** Increase in student performance on all math assessments. Increase student math fluency and problem solving **Staff Responsible for Monitoring:** Classroom teacher Campus interventionist Admin Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2:
By the end of the 2024 school year, Pietzsch-MacArthur will increase the math overall measure of on-track students from --% to --% based on the end-of-year CLI engage PreK data.

HB3 Goal

Evaluation Data Sources: CLI Engage Data
DDI
Observation and Feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will implement effective workstations and small group instruction to address the areas of concern evidenced in our CLI Engage data as well as other forms of assessments. **Strategy's Expected Result/Impact:** Increase number of students in the "on track" category **Staff Responsible for Monitoring:** Pre-K teachers reading coach **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 3: The percentage of second-grade students meeting grade level criteria on the MAP assessment will increase from 13% (BOY) data to 25% (EOY) data by May 2024.

HB3 Goal

Evaluation Data Sources: MAP assessment

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: By the end of the 2024 school year, Lamar, Exxon-Mobil, and other community programs will increase their campus presence from 1 time per year to no less than 3 times per year to visit and share opportunities with students on academic and career pathways.

High Priority

Evaluation Data Sources: Legacy, Lamar, and Exxon-Mobil will come to campus and share with students the opportunities available.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ECHS will visit with the 8th graders to explain the requirements for entrance to the Early College program. **Strategy's Expected Result/Impact:** Increased knowledge of opportunities and enrollment in ECHS will increase. **Staff Responsible for Monitoring:** Campus administration CTE teacher Counselor **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By the end of the 2023-2024 school year, 100% of students in grades K-8 will be given the opportunity to participate in career exploration through the online Xello platform.

Evaluation Data Sources: Xello usage monthly report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: K-8 social studies lessons will be aligned to include opportunities for Xello usage. **Strategy's Expected Result/Impact:** Increased awareness of college, career, and industry opportunities **Staff Responsible for Monitoring:** Social Studies teachers **Title I:** 2.5				

 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 1: By the end of the 2023-2024 school year, Pietzsch-MacArthur will increase from 1 to 2 surveys to gain stakeholder insight and feedback.

High Priority

Evaluation Data Sources: SEL parent Survey
Campus survey
District Survey
Effective Schools Framework Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Pietzsch-MacArthur will complete at least 1 satisfaction survey for insight and feedback on the climate and culture of our school. **Strategy's Expected Result/Impact:** To gain a better understanding of the needs and expectations from all stakeholders. **Staff Responsible for Monitoring:** SEL department Campus C and I committee CEIC **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Pietzsch-MacArthur will complete at least 1 satisfaction survey for insight and feedback on the instructional needs of our campus. **Strategy's Expected Result/Impact:** To gather data that will drive instruction to improve our delivery Tier 1 instruction **Staff Responsible for Monitoring:** Campus Principal Officer of School Improvement **Title I:** 2.4, 2.6, 4.1 **- ESF Levers:** Lever 3: Positive School Culture				

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: By the end of the 2023-2024 school year, Pietzsch-MacArthur will increase from 1 bi-monthly parent engagement meeting to no less than 1 parent involvement meeting per month.

Evaluation Data Sources: Sign-in sheet
Surveys
Pictures

Strategy 1 Details	Reviews			
Strategy 1: Pietzsch-MacArthur PK-8 will provide the following monthly family engagement opportunities:	Formative			Summative
	Nov	Jan	Mar	June
Goals' Night (September) Grandparents Day Breakfast (September) Fright Fest (October) Thanksgiving Day Luncheon (November) Coffee with the Principal (December) FIt as a Cougar (January) Literacy Night (February) Math Night (March) STAAR Night (March) STEAM Night (April) Fine Arts Expo (April) Awards Day (May) **Strategy's Expected Result/Impact:** Each month our parent facilitator will host face-to-face, drive-thru, or virtual events to address campus goals. **Staff Responsible for Monitoring:** Parent Facilitator Campus Activity Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Purchase of popcorn and snow cone machine to use at engagement events. - Title I, Part A - 4200				

 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 3: By the end of the 2023-2024 school year, Pietzsch-MacArthur will maintain an ongoing relationship with no less than 5 business partners.

Evaluation Data Sources: Event Sign-in Sheets
Picture artifacts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By May 2023, Pietzsch-MacArthur will collaborate with local businesses to participate in at least 1 student and/or family engagement activity: Legacy and Coty's Closet (December) Bicycles & Bibles (October & December) Lamar University ExxonMobil 100 Black Men (mentorship) Holy Patriot University Southeast Food Bank United Way (December) YMBL (March) **Strategy's Expected Result/Impact:** Increase relationship between school and business partners **Staff Responsible for Monitoring:** Parent Facilitator CIS Specialist Campus Activity Director **ESF Levers:** Lever 3: Positive School Culture				

 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: By the end of the 2023-2024 school year, Pietzsch-MacArthur will increase STAAR reading scores at the approaches level for the "economically disadvantaged" testing group for grades 3-8 from --% to no less than --% based on our STAAR scores summed across all grade levels.

Evaluation Data Sources: 2023 STAAR Data
2023 Mock Data
2022-2023 DDI data
Student data folders

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will utilize the following strategies to accomplish our summative goal: in school intervention, small group instruction, embedded technology, after school tutorials, online platforms for acceleration and enrichment and feedback from district specialist. **Strategy's Expected Result/Impact:** Students outcomes will increase through out the year on formal and informative assessments. **Staff Responsible for Monitoring:** Admin Team Classroom teacher Campus interventionist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Purchase classroom libraries for RLA classrooms 5-8 - Title I, Part A - $25,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will participate in after-school tutorials that will address deficits in reading and math. **Strategy's Expected Result/Impact:** Continue to close academic gaps exasperated by COVID. **Staff Responsible for Monitoring:** Campus student interventionist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** instructional materials and staff - Title I, Part A - $30,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create a second 7th-grade ELAR class to address literacy and reading comprehension deficients. We will utilize a double block model which will allow students to receive ELAR instruction daily for 90 minutes. The double block will also reduce the number of students in the classroom. **Strategy's Expected Result/Impact:** Increased student proficiency due to a lower student-teacher ratio. More in-class opportunities for small group instruction and progress monitoring. **Staff Responsible for Monitoring:** Classroom teacher **Funding Sources:** Teacher - Title I, Part A - $60,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus leaders will attend appropriate professional development that will aid in better understanding and addressing the needs of our ECODIS learners in reading, math, and SEL. Desired organization is TEPSA . **Strategy's Expected Result/Impact:** No less than 1 PD or conference attended. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Registration for membership and conference - Title I, Part A - $399				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Each classroom will be equipped with a touch panel to enhance the learning environment. Teachers will use the panels to access the embedded technology in the district curriculum. **Strategy's Expected Result/Impact:** Great access to the embedded technology supplemental materials. **Staff Responsible for Monitoring:** Classroom teacher **TEA Priorities:** Improve low-performing schools **Funding Sources:** Touch Panels for the Classroom - Title I, Part A - $35,000				

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 2: By the end of the 2023-2024 school year, Pietzsch-MacArthur will increase STAAR math scores at the approaches level for the "economically disadvantaged" testing group for grades 3-8 from ---% to no less than ---% based on our STAAR scores summed across all grade levels.

Evaluation Data Sources: 2023 STAAR Data
2023 Mock Data
2022-2023 DDI data
Student data folders

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will utilize the following strategies to accomplish our summative goal: in school intervention, small group instruction, embedded technology, after school tutorials, online platforms for acceleration and enrichment and feedback from district specialist. **Strategy's Expected Result/Impact:** Students outcomes will increase through out the year on formal and informative assessments. **Staff Responsible for Monitoring:** Admin Team Classroom teacher Campus interventionist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Purchase additional chrome books and touch panels - Title I, Part A - $95,000				

 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: By the end of the 2023-2024 school year, Pietzsch-MacArthur will increase Domain 3 emergent bilingual and TELPAS indicator from 0 to 1 on the STAAR school report card.

Evaluation Data Sources: STAAR 2023 data
LEP indicator on domain 3
TELPAS data
Summit usage

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will utilize the following strategies to accomplish our summative goal: in school intervention, small group instruction, embedded technology, after school tutorials, online platforms for acceleration and enrichment and feedback from district specialist. **Strategy's Expected Result/Impact:** With our campus interventions, the impact desired is each student will raise their TELPAS proficiency level by 1 and our overall LEP progress measure will be a 1 on STAAR **Staff Responsible for Monitoring:** ESL teacher District ESL supervisor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 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 4: By the end of the 2024 school year, Pietzsch-MacArthur will increase their 5th-grade science scores in the economic disadvantage subgroup from --% to no less than ---% based on the 2024 STAAR science data.

Evaluation Data Sources: Stemscope assesstments
STAAR science

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a Science lab for students in grades PK-2 so that students can get acclimated to science equipment and terminology. **Strategy's Expected Result/Impact:** Increase skills and knowledge of science equipment and academic vocabulary. **Staff Responsible for Monitoring:** Teacher of record **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Science equipment - Title I, Part A - $25,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Ben Cassell	Technology Intervention Facilitator	Title IA	1.0
Hayley Worthy	Instructional Aide	Title 1A	1.0
Jasmine Goodman	Reading Coach	Title 1	1.0
Kendrick Jones	Behavior Specialist	Title IA	1.0
Linda Fulton	Campus RtI Coordinator and Interventioni	Title IA	1.0
Maria Mendez	Parent Engagement Coordinator	Title IA	0.25
Pamela Guillory	Instructional Aide	Title IA	1.0

Campus Funding Summary

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	Purchase of popcorn and snow cone machine to use at engagement events.	4200	$0.00
5	1	1	Purchase classroom libraries for RLA classrooms 5-8		$25,000.00
5	1	2	instructional materials and staff		$30,000.00
5	1	3	Teacher		$60,000.00
5	1	4	Registration for membership and conference		$399.00
5	1	5	Touch Panels for the Classroom		$35,000.00
5	2	1	Purchase additional chrome books and touch panels		$95,000.00
5	4	1	Science equipment		$25,000.00
				Sub-Total	$270,399.00

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

Addendums

Pietzsch Mac Title I Part A Budget		
Account Number	**Account Name**	**Amended Budget**
211.11.6143.00.125.30.000	Workers Compensation	279
211.11.6141.00.125.30.000	Social Security/Medicare	1,103
211.11.6146.00.125.30.000	Teacher Retirement/TRS Care	7,562
211.11.6142.00.125.30.000	Group Health & Life Insurance	11,040
211.11.6129.00.125.30.000	Salaries - Support Personnel	22,283
211.11.6119.00.125.30.000	Salaries - Teachers & Oth Prof	53,800
211.11.6117.00.125.30.301	Extra Duty Pay - Teachers Campus	15,788
211.11.6137.00.125.30.000	$200 - Special Pay	1,000
211.11.6141.00.125.30.301	Social Security/Medicare	1,146
211.11.6143.00.125.30.301	Workers Compensation	408
211.11.6146.00.125.30.301	Teacher Retirement/TRS Care	1,658
211.11.6269.00.125.30.862	Rentals - Operating Leases	6,300
211.11.6399.00.125.30.000	General Supplies	50,298
211.11.6399.00.125.30.SUP	General Supplies	51,127
211.21.6143.00.125.30.000	Workers Compensation	237
211.21.6141.00.125.30.000	Social Security/Medicare	940
211.21.6142.00.125.30.000	Group Health & Life Insurance	5,520
211.21.6146.00.125.30.000	Teacher Retirement/TRS Care	6,158
211.21.6119.00.125.30.000	Salaries - Teachers & Oth Prof	64,812
211.21.6137.00.125.30.000	$200 - Special Pay	500
211.61.6143.00.125.30.290	Workers Compensation	16
211.61.6141.00.125.30.290	Social Security/Medicare	64
211.61.6146.00.125.30.290	Tchr Retiremnt/TRS Care	482
211.61.6129.00.125.30.290	Salaries - Support Personnel	4,372
211.61.6137.00.125.30.290	$200 - Special Pay	125
		$ 307,018.00

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		$ 307,018.00

Campus Demographics for the last 4 years according to TEA snapshot date data:

	2020/21	2019/20	2018/19	2017/18	2016/17
Number of Students	915	878	879	881	827
African American	55%	55%	53%	56%	59%
Hispanic	40%	40%	40%	37%	35%
White	3%	3%	4%	3%	2%
Asian	1%	1%	2%	2%	2%
Two or More Races	1%	1%	1%	2%	2%
Native American	1%	0%	0%	0%	0%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%
Special Ed	125	109	96	100	69
Econ. Disadv.	98%	97%	91%	96%	96%

We are 1 of 29 schools in the Beaumont Independent School District. We are a diverse campus with a large ESL population as well as the Regional School for the Deaf and Hard of Hearing. We are unique in that we will now expand our campus to include 6th grade which will eventually include 7th and 8th grade by the year 2023. We are preparing our students for learning opportunities in gaming, audio visual arts, as well as the fine arts.

TEA Teacher Demographic Data

Ethnicity	Percent
African American	45%
Hispanic	11%

White	40%
Two or More	2%
American Indian	2%

Teacher Experience in Years

Beginning Teachers	23%
1-5 Years Experience	25%
6-10 Years Experience	13%
11-20 Years Experience	15%
Over 20 Years Experience	24%

Campus Achievement Data

3rd Grade STAAR Achievement

	Reading	Reading	Reading	Math	Math	Math
Subgroup	2021	2020	2019	2021	2020	2019
All Students	23%	*	31%	13%	*	20%
African Amer	20%	*	18%	4%	*	24%
Hispanic	28%	*	43%	24%	*	24%
White	17%	*	NA	17%	*	NA
LEP	24%	*	30%	26%	*	16%
Special Ed	10%	*	14%	0%	*	14%
Econ. Disadv.	22%	*	24%	9%	*	13%

*COVID Waiver Year

4th Grade STAAR Achievement

	Reading	Reading	Reading	Math	Math	Math	Writing	Writing	Writing
Subgroup	2021	2020	2019	2021	2020	2019	2021	2020	2019
All Students	16%	*	36%	16%	*	31%	4%	*	31%

African Amer	10%	*	26%	5%	*	13%	0%	*	22%
Hispanic	18%	*	47%	21%	*	47%	5%	*	38%
LEP	19%	*	33%	24%	*	41%	5%	*	15%
Asian	50%	*	75%	50%	*	100%	50%	*	75%
Two or More Races	0%	*	50%	*	*	50%	0%	*	50%
Special Ed	0%	*	0%	0%	*	0%	0%	*	0%
Econ. Disadv.	15%	*	31%	18%	*	32%	4%	*	27%

5th Grade STAAR Achievement

	Reading	Reading	Reading	Math	Math	Math	Science	Science	Science
Subgroup	2021	2020	2019	2021	2020	2019	2021	2020	2019
All Students	26%	*	59%	7%	*	51%	12%	*	22%
African Amer	22%	*	53%	5%	*	45%	9%	*	10%
Hispanic	33%	*	65%	12%	*	56%	18%	*	35%
White	*	*	67%		*	67%	*	*	67%

LEP	20%		54%	8%	*	54%	16%	*	21%
Two or More Races	*	*	100%		*	67%	*	*	33%
Special Ed	17%	*	8%	8%	*	0%	8%	*	0%
Econ. Disadv.	26%	*	60%	4%	*	47%	11&	*	22%

6th Grade STAAR Achievement

	Reading	Math
Subgroup	2021	2021
All Students	36%	39%
African Amer	28%	29%
Hispanic	44%	52%
White	*	
LEP	32%	42%
Two or More Races	100%	100%
Special Ed	0%	0%

Econ. Disadv.	33%	38%

STAR 360 Screen	***End of Year***			
	Red	**Yellow**	**Blue**	**Green**
Kindergarten				
1st Reading	50	4	6	40
2nd Reading	47	13	10	30
3rd Reading	41	14	15	26
4th Reading	47	24	14	16
5th Reading	28	13	15	10
6th Reading	50	19	13	17
1st Math	33	27	7	32
2nd Math	62	42	13	46
3rd Math	40	25	16	19
4th Math	42	21	9	29
5th Math	62	13	9	15
6th Math	40	20	13	27

ELPAS Composite 2019

TELPAS		2nd	3rd	4th	5th
Beginning		6%	9%	15%	3%
Intermediate		72%	55%	49%	35%
Advanced		14%	21%	28%	45%
Ad. High		7%	14%	8%	16%
# Students		43	42	39	31
showing growth		21%	27%	11%	30%

STAR 360-Overall Campus G.E.-2020

Subject	**BOY (G.E.)**	**MOY (G.E.)**	**EOY (G.E.)**
Reading	**2.5**	**3.6**	**NA**
Math	**2.3**	**3.5**	**NA**

mClass Data-on track

	EOY
PreK-CLI	76%R 74%M
Kindergarten	10%
First Grade	15%
Second Grade	15%