

Beaumont Independent School District
Amelia Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

BISD Motto: Preparing Our Next Generation

BISD Vision Statement : In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

BISD Mission Statement: We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment.

Amelia Motto: Onward and Upward

Amelia Vision Statement: We will foster a safe learning environment and collaborate with our community to prepare our students for academic success.

Amelia Mission Statement : To model a collaborative climate that will create high quality classroom instructions which ensure a safe haven for student growth.

Vision

Vision: We will foster a safe learning environment and collaborate with our community to prepare our students for academic success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Amelia Elementary School was named after a town near Beaumont, Texas, in the 1900s. The old building was demolished, and a new facility was dedicated in August 2010 on the same grounds where the old building was located. The current building is home to 535 students in grades PreK-5. There are 262 male and 273 female students and 69 staff members. Staff includes 37 teachers, one secretary, one nurse, one PEIMS clerk, one receptionist, 12 paraprofessionals, four custodial staff members, five cafeteria staff, 1 ROAR liaison, one instructional coach, one math coach, a counselor, one behavioral intervention, assistant principal, and principal. Our student-teacher ratio is 22-1. The ethnicity representation is African American 386, Hispanic 86, White 29, Asian 17, and 2 or more races 17. Amelia currently has different programs that support students in areas of need. They are as follows: LEP 52, gifted and talented 52, Special Education 71, and Dyslexic 11.

Demographics Strengths

There is a feeling of family among the staff at Amelia. There is low teacher turnover, opportunities for teacher leaders to grow, and consistency for scholars. Amelia's team accepts students where they are and moves them to be more outstanding. There is a robust implementation of CHAMP, diversity is revered, and cultural awareness is a vital staff attribute.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on 2022 STAAR reading data, the Eco Dis population struggles with comprehension and stamina. **Root Cause:** Lack of rigor, consistency, and accountability of the entire TEAM.

Student Learning

Student Learning Summary

On the most recent STAAR assessment reported results, Amelia made gains in meets and masters in 3rd-grade reading and 4th-grade math. We also showed higher yields than the overall District approaches in 5th-grade reading and science. Fourth-grade reading had a higher percentage of students approaching grade level than the general District. Comprehensive data reports are in the addendums.

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Student Learning Strengths

- Increase in scholars meeting Accelerated Reading goals
- Gains made on M-Class

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2022 STAAR reading data, in grades 3-5 65% of students achieved MEETS standards. **Root Cause:** More guidance is needed from instructional coaches.

Problem Statement 2 (Prioritized): Based on STAAR math data, only 38% of 3rd-5th grade students achieved MEETS standards. **Root Cause:** Lack of certified math teachers' attendance in grades 3-5.

School Processes & Programs

School Processes & Programs Summary

Data-Driven decisions, collaboration, and planning are the foundations leading to academic gains at Amelia. Teachers must use the researched online curriculum and learning center instructional strategies that connect all learners using multiple learning modalities.

- Amelia meets weekly for DDI/ PLC meetings, where assessment data is viewed and used to plan instruction. Analysis of student work and reflection of practices with the team assist in creating an optimal learning experience for staff, leading to best practices for our scholars.
- Foundations Committee will meet monthly to address celebrations and concerns that impact student behavior and performance.
- SEL was implemented last school year, and opportunities have been provided for STAFF and students to focus on self-care. A self-care quiet place for staff will be implemented 2023-2024.
- Teachers are recruited and placed on a TEAM with TEAM leaders. The TEAM leader attends Team leader meetings and disseminates the information to their TEAMS. TEAMS are set with a family-type feeling so that a culture of trust is built and infiltrates the entire building. It also allows teacher leaders to learn, grow, blossom, and excel.
- Good behavior incentives and stickers are given to students who are caught making good choices and have outstanding behavior the entire week. They are allowed to select their reward.
- The Culture and Climate committee is another way to provide an opportunity for feedback and ideas that will enhance the climate and culture of the building.
- Surveys will be sent quarterly to receive and implement teacher ideas and address teacher concerns. It is another opportunity to enhance the climate and culture of the building.
- Accelerated Reading is a computer-based program offered through Renaissance learning to help enhance our student's vocabulary, reading comprehension, and vocabulary.
- Education Galaxy and Stemsopes are online programs that assist our students in closing learning gaps.
- The University Interscholastic League (UIL) offers a comprehensive literacy and competitive program. The activities are designed to motivate scholars as they acquire higher levels of knowledge and provide scholars the opportunity to demonstrate mastery of targeted skills.
- Small group intervention is one on one or small group instruction which targets and focuses on high-priority reading and math skills. Teachers provided one on one feedback as well as a specific instructional plan for each child.

School Processes & Programs Strengths

- Foundations Committee will provide feedback using data to recommend the implementation of building-wide initiatives.
- Weekly DDI/ PLC meetings to monitor and adjust instruction based on end-of-week assessment data
- Weekly Faculty Meetings to enhance communication and upcoming events/ testing/ District due dates
- Weekly Leadership meetings for planning and enhancing communication as well as climate and culture
- Administrative check-ins each day @ 7:30 for planning, communication, and review of the day, as well as enhancement of climate and culture
- Students' rewards for positive behaviors and acts of kindness
- TEAM leader Bi-Weekly Meetings to enhance communication, to receive feedback, ideas, suggestions, and teacher buy-in, as well as to enhance campus climate and culture
- Nine weeks Awards Celebration for student progress in multiple areas
- Daily Small Group Intervention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on ILT walkthroughs, instructional strategies such as academically monitoring, and small group instruction are not being practiced with fidelity. **Root**

Cause: Lack of adequate planning/ time management by teachers, ILT, and admin.

Perceptions

Perceptions Summary

Amelia's leadership Team consists of the Principal, Assistant Principal, Instructional Coach, Reading Coach, and Counselor. The instructional Coach offers instructional/curricular/ assessment support to administrators, leadership teams, and teachers. The Reading Coach works to enhance student literacy skills and provides staff development focusing on literacy. The Assistant Principal and Behavior Interventionist provides training and assistance in proactive and positive approaches to classroom management. The Assistant Principal and behavioral interventionist provide school-wide intervention strategies to assist with student academic success. The counselor provides support and counseling, and SEL to emotionally and behaviorally struggling students. The Parent Involvement Coordinator plans activities to support parents' involvement in the school-home partnership/ relationship. Amelia has one Dyslexia Interventionist, thirty-four classroom teachers, Three SPED teachers, and twelve instructional aides. We have a music/art teacher, a PE coach, a PIEMS clerk, a para-librarian, a nurse, a Secretary, and four custodians.

Listed below are activities, programs, and organizations that support student academic growth and development:

- Roar Reading Program
- After School Tutorials
- Red Ribbon Week
- School Choir
- Basketball Team
- Cheerleading squad
- 4545 Tutoring
- Daily scheduled intervention time for each grade level/ subject area
- Student Council
- Parent Newsletter/ Parent Involvement Liasion
- PAC TEAM: lead by Parent Involvement liaison
- PTA- Parent-elected participants and officers.
- The Nest (STEM)

Perceptions Strengths

Amelia Elementary has created a climate and culture that is conducive to an environment of teaching and learning. The leadership team and staff understand their roles and responsibilities. Administrators, leadership team, stakeholders, teachers, parents, and students all play an active role in student accountability and how it impacts student growth and student success.

Leadership Team strength:

- guiding coalition
- provides staff development for staff
- Blackboard connect to communicate with parents
- Parent Newsletter
- Staff Newsletter
- DDI Implementation/ monitoring
- Guidance of PLC/s

Staff Strength:

- Collaboration and planning in PLC's
- Lesson Planning
- implementation of data-driven instruction
- Google Classroom
- Remind
- Class Dojo
- Weekly Planning

Parents and Community Leaders:

- PTA
- Community Partnerships
- Community Volunteers
- ROAR
- The NEST
- Foster Grandparents
- Support from community churches

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement has decreased on Amelia's Campus **Root Cause:** Parents and community members are not provided enough opportunities to engage with the school.

Priority Problem Statements

Problem Statement 1: Based on STAAR math data, only 38% of 3rd-5th grade students achieved MEETS standards.

Root Cause 1: Lack of certified math teachers' attendance in grades 3-5.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on 2022 STAAR reading data, in grades 3-5 65% of students achieved MEETS standards.

Root Cause 2: More guidance is needed from instructional coaches.

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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other 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 21% to 55% by June 2025.

Performance Objective 1: By May 2025, 3rd-grade students will increase reading from 21% to 55% on meets with STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data, District Benchmarks, Weekly Assessments

Strategy 1 Details	Reviews			
Strategy 1: After the post-assessment, reteach will be offered to students who did not master the TEKS. Strategy's Expected Result/Impact: Student mastery or student makes gains Staff Responsible for Monitoring: Principal, AP, IC, reading and math coaches, and teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Small group instruction will be utilized to assist with differentiated instruction. Strategy's Expected Result/Impact: Student mastery or student makes gains Staff Responsible for Monitoring: Teachers on the team, Prin, AP, IC, reading, and math coaches. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The student will be paired with the teacher and the teacher will receive PD sessions on differentiated instruction and additional strategies. Strategy's Expected Result/Impact: Student master or student makes gains Staff Responsible for Monitoring: Teachers on the team, Prin, AP, IC, reading, and math coaches. Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 21% to 55% by June 2025.

Performance Objective 2: Pre-K students meeting grade-level criteria on the CLI Engage assessment in Reading will increase from 57% to 80% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: CLI engage, M-Class, Amplify,

Strategy 1 Details	Reviews			
Strategy 1: We will utilize the dedicated paraprofessional at PK to ensure small group instruction occurs daily. Strategy's Expected Result/Impact: Increase scores on CIRCLE Staff Responsible for Monitoring: Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 21% to 55% by June 2025.

Performance Objective 3: The percentage of K students meeting grade-level criteria on the M-Class assessment in Reading will increase from 18% to 55% by May 2025.

High Priority
HB3 Goal
Evaluation Data Sources: M-Class, District Assessments

Strategy 1 Details		Reviews			
Strategy 1: We will place tutors in Kindergarten classrooms through Title funding to facilitate small group instruction. Strategy's Expected Result/Impact: Increase scores on M-Class Staff Responsible for Monitoring: Reading and Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 21% to 55% by June 2025.

Performance Objective 4: The percentage of first-grade students meeting grade-level criteria on the M-class assessment will increase from 32% to 55 % by May 2025.

High Priority
HB3 Goal
Evaluation Data Sources: M-Class, District Assessments

Strategy 1 Details		Reviews			
Strategy 1: We will utilize our tutors/paraprofessionals to facilitate small group instruction. Strategy's Expected Result/Impact: Increase M-Class scores Staff Responsible for Monitoring: Reading Coach and Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 21% to 55% by June 2025.

Performance Objective 5: The percentage of second-grade students meeting grade-level criteria on the mCLASS assessment will increase from 28% to 55% by May 2025.

High Priority
HB3 Goal
Evaluation Data Sources: M-Class, District Assessments

Strategy 1 Details	Reviews			
Strategy 1: We will utilize ROAR to assist our low performing students with fluency. Strategy's Expected Result/Impact: Increase mCLASS scores Staff Responsible for Monitoring: Instructional and Reading Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 15% to 50% by June 2025.

Performance Objective 1: The percentage of PREK students meeting grade-level criteria on the CIRCLE assessment in math will increase from 81% to 85% by May 2025.

High Priority
HB3 Goal
Evaluation Data Sources: CLI Engaged, District Assessments, Teacher Assessments

Strategy 1 Details	Reviews			
Strategy 1: We will utilize our teacher assistant (paraprofessional) to implement small group instruction. Strategy's Expected Result/Impact: Increase CIRCLE scores Staff Responsible for Monitoring: Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 15% to 50% by June 2025.

Performance Objective 2: The percentage of Kindergarten students meeting grade-level criteria on the district Math assessment will increase from 21% to 50% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: M-Class, District assessments

Strategy 1 Details	Reviews			
Strategy 1: We will utilize our tutors and teacher assistant to ensure students have small group instruction. Teacher assistant will flip with PK. Strategy's Expected Result/Impact: Increase Math 9 week assessment scores Staff Responsible for Monitoring: Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 15% to 50% by June 2025.

Performance Objective 3: The percentage of 1st-grade students meeting grade-level criteria on the district Math assessment will increase from 30% to 50% by May 2025.

High Priority
HB3 Goal
Evaluation Data Sources: STEMscope, District Assessments

Strategy 1 Details	Reviews			
Strategy 1: We will utilize additional tutors to ensure that small group instruction takes place. Math manipulatives will be utilized with fidelity. Strategy's Expected Result/Impact: Increase Math 9 week assessment scores. Staff Responsible for Monitoring: Math Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 15% to 50% by June 2025.

Performance Objective 4: The percentage of 2nd-grade students meeting grade-level criteria on the district Math assessment will increase from 20% to 50% by May 2025.

High Priority
HB3 Goal
Evaluation Data Sources: STEMScope, District Assessments

Strategy 1 Details	Reviews			
Strategy 1: We will utilize additional tutors to ensure that small group instruction takes place. Math manipulatives will be utilized with fidelity. Strategy's Expected Result/Impact: Increase Math 9 week assessments Staff Responsible for Monitoring: Math Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 15% to 50% by June 2025.

Performance Objective 5: By May of 2025, 3rd-grade math students will increase from 20% to 50% at meets on STAAR

High Priority
HB3 Goal
Evaluation Data Sources: District Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: We will utilize additional tutors to ensure that small group instruction takes place. Math manipulatives will be utilized with fidelity. Strategy's Expected Result/Impact: Increase STAAR scores Staff Responsible for Monitoring: Math Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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: The CCMR department will provide the campus with at least one CCMR 'roadshow' for the 2024-2025 school year.

Evaluation Data Sources: Campus calendar

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in various activities/ stations provided by CCMR. Strategy's Expected Result/Impact: Increased student knowledge/awareness of career opportunities. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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 of 2025, Amelia will increase the number of parent educational activities from 1 to 2 per semester.

High Priority
HB3 Goal
Evaluation Data Sources: District Survey
Campus Survey

Strategy 1 Details	Reviews			
Strategy 1: Parent & Family Engagement Liaison will work with our campus Instructional Coach to prepare educational activities for parents and family. Strategy's Expected Result/Impact: Increase number of parent educational activities. Staff Responsible for Monitoring: Parent & Family Engagement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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: Grades 3-5 will increase the number of students at meets in STAAR Reading from 34% to 55% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data
STAAR 360
Assessment data

Strategy 1 Details	Reviews			
Strategy 1: Focus on use of small groups with fidelity in all grades. Strategy's Expected Result/Impact: Increase our meets on STAAR Reading Staff Responsible for Monitoring: Campus Administrative team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Title I, Part A, - Local Funds	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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: Grades 3-5 will increase the number of students at meets in STAAR Math from 24% to 50% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data
STAAR 360
Assessment data

Strategy 1 Details		Reviews			
Strategy 1: Focus on use of small groups with fidelity in all grades. Strategy's Expected Result/Impact: Increase STAAR Math scores Staff Responsible for Monitoring: Campus Administrative Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Title I, Part A, - Local Funds		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

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: Active monitoring in reading and math with fidelity will increase from 5% to 65% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Observation/ feedback monitoring notes

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	3	1			\$0.00
2	5	1			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00

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