

Beaumont Independent School District

Guess Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement

The Guess Team, comprised of administrators, teachers, staff, families, students, and business partners, will function as a cooperative, knowledgeable, positive, and compassionate group. We will provide instruction through preparation, open mindedness, and individualized approaches. Every student will grow in a safe learning environment where students are loved, nurtured and challenged to achieve and become lifelong learners in the 21st century.

Vision

Vision

The Guess Team will provide every student with a safe, stimulating environment where positive relationships motivate and challenge all students to achieve and become independent lifelong learners.

Value Statement

Value Statement

“Where All Students Lasso Success”

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview

2021-2022 Needs and Goals for Guess Elementary:

Technology:

Guess Elementary has one computer lab, 2 individual student computers per classroom, and 28 mobile carts (there are 30 Chromebooks in each cart). Our campus has a 1:1 ratio of computers to students. Currently most classrooms have a working projector and ladybug. The classrooms without a mounted projector are at the top of our list of upgrading equipment.

Attendance: The attendance rate for Guess Elementary for the 2020-2021 school year was 94.94% which is below the district's goal of 96%. We are looking to implement new incentives for students to increase daily attendance. We will continue to provide incentives for students and staff every 9 weeks. All teachers have a 100% attendance banner that is put on display when all students and the teacher are in attendance. During Friday morning assembly, classes with 96% or above attendance for the week get to spin a wheel for class incentives. Incentives include free meals to restaurants, free dress, "Juice with Jenkins", extra recess, "Donuts with Davis", "popcorn on the patio", are just a few of the incentives offered. We will continue reaching out to the parents of students with chronic absenteeism. The teachers, PEIMS clerk, and administrative team will reach out to these individuals. Staff attendance will be encouraged through incentives at each grading period as well.

Business Partners: Currently our business partners are Jason's Deli, Dentaquest, Education First Federal Credit Union, Wesley United Methodist Church, Credit One Solutions, and Ci Cis Pizza. Our business partners have been very active and involved in our different activities held on campus. They provide incentives for our students, volunteer to read to small groups of students, attend school sponsored activities, and assist the PTA with nine week incentives. The partnerships formed are making a difference to our staff and students. It is our goal to have incentives and other resources provided to our campus by our business partners.

Parent Engagement: We have a campus that prides itself in making our parents feel welcome. We have different activities such as Goal's Night, STAAR Family Night, Father/Daughter dance, Mother/Son basketball game, STEAM night, Book-blanket-bag lunch, Are you Smarter than a Cowboy, and seasonal programs. We want to highlight the importance of parent involvement in the academic life of their child.

Enrichment: Robotics and Coding Clubs were established in 2018 and competed for the first time this year. Basketball, Soccer, Cheerleading, Track, UIL, Choir, Journalism and Student Council will be offered this year as in the past. Art is offered through the regular curriculum. Our gifted and talented program serves Kindergarten-5th grades. The district's Pegasus program is also housed on our campus.

Transition Plan: We will continue to receive our little visitors from Bingman Headstart in May to make them familiar with their future school. Our meet the teacher will be in line with the set district date. Our counselor will continue to be the liaison for our outgoing 5th graders with the middle school counselors and teachers.

Discipline/Bullying Prevention: We currently use CHAMPS as our classroom behavior plan and Foundations for our School-Wide Behavior Plan. The expectations for the common areas are explicitly taught to teachers at staff meetings and to students by their classroom teachers using powerpoint presentations provided by the Foundations Team. The Bullying Anonymous Reporting Box is located in front of the counselor's office. We treat bullying very seriously and the counselor teaches classes to small groups of students concerning how to conduct themselves in bullying situations.

Demographics

Demographics Summary

Guess Elementary School seeks to create and establish a learning environment whereby our students' learning opportunities will be maximized and all learners will acquire the necessary skills to achieve sustainable success in the 21st Century. High student academic expectations, a challenging curriculum, certified teachers, parent involvement and CHAMPS character training will enable Guess Elementary to fulfill its mission.

Guess Elementary conducted a comprehensive needs assessment during the spring of 2023. Data was analyzed in the following areas of Demographics, Student Academic Achievement, School Processes and Programs, and Perceptions.

Data sources utilized included reports such as the Texas Academic Performance Reports (TAPR), System Safeguards, Performance Based Monitoring Analysis System (PBMAS), Public Education Information Management System (PEIMS), and survey results.

Guess Elementary serves students from Pre- Kindergarten to Fifth Grade. The 2022-2023 Public Education Information Management System (PEIMS) reports our enrollment to be 721 students. Our school diversity reflects the following ethnic distribution in declining order: African American 71%; Hispanic 14.02%; White 7%; Asian 4%; Two or More Races 4%; and, Am. Indian or Alaska Native 0.18%

Our school serves the following special student classification in descending order: Economically Disadvantaged 93.37%; At-Risk 46.77%, English Language Learners 13.81%; Special Education 14.73%; Gifted and Talented 12.89%;

The Guess student enrollment reflects a population of 93.37% Economically Disadvantaged students. Teachers have attended the equality training and will continue to participate in similar professional development opportunities.

Based on the 2022-2023 PEIMS Report, the student demographics of Guess Elementary School reflect the ethnic composition of the community from which the district draws its population. A table has been posted in the addendum that reflects the current campus demographics.

Demographics Strengths

Diverse staff

Pegasus Program

Active PTA

After School Tutorials

Extra curricular activities

Parentership with Businesses

District-wide Mentor Program

Student -Teacher ratio 22:1 in grades K - 4th

Eighty-five percent of staff are certified.

Student enrollment is diverse

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Twenty percent of the professionals lack certification, experience and content knowledge of their assigned position. **Root Cause:** The teachers were reassigned to different positions due to resignations and teacher shortages.

Problem Statement 2: Twenty-one percent of the classroom teachers are new to the profession and struggle with classroom mangagement. **Root Cause:** Lack training in teaching students of diverse cultures.

Student Learning

Student Learning Summary

Guess uses multiple data sources to determine the growth and achievement of our students. Data sources, other than STAAR, include Star 360, ESGI, Accelerated Reader, District Assessments, Interim Assessments, and teacher-generated tests. Teachers also use a variety of formative assessments to gauge the progress of their students including exit tickets, journal entries, and homework assignments.

A table that reflects the trend observed regarding STAR 360 percentages for the last 3 years, has been placed in the addendum.

Student Learning Strengths

Twenty-three percent increase at "MEETS" level on STAAR reading scores for fourth grade.

Comparing the scores from the 2020-2021 school year, there's an eighteen percent increase at "MEETS" level on 2021-2022 STAAR reading scores for fifth grade.

Comparing the scores from the 2020-2021 school year, there's a thirteen percent increase at "MEETS" level on STAAR math scores for fifth grade.

Comparing the scores from the 2020-2021 school year, there'e a six percent increas at "MEETS" level on STAAR science scores for fifth grade.

Comparing the scores from the 2020-2021 school year, there's a six percent increase at "MEETS" level on STAAR science scores for fifth grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the 2022-2023 mClass EOY assessment, 36% of the second grade students performed on or above grade level. **Root Cause:** The inability to acquire certified teachers caused 60% of the students to be without consistent challenging instruction for more than three months.

Problem Statement 2 (Prioritized): The percentage of third grade students performing on or above grade level on 2022-2023 STAAR math decreased from 43% to 30%. **Root Cause:** Students were not given the opportunity to receive mathematical support for successful performance because of the lack of a certified teacher in one of the classes which caused three overpopulated classes.

Problem Statement 3: The percentage of fourth grade students performing on or above grade level on the 2022-2023 STAAR math decreased from 43% to 33%. **Root Cause:** Students were not given the opportunity to receive mathematical support for successful performance because of the lack of a certified teacher in one of the classes which caused three overpopulated classes.

Problem Statement 4 (Prioritized): The percentage of fourth grade students performing on or above grade level on the 2022-2023 STAAR reading decreased from 49% to 40%. **Root Cause:** Students were not given the opportunity to receive Reading and writing support for successful performance because of the lack of a certified teacher in one of the classes which caused three overpopulated classes.

School Processes & Programs

School Processes & Programs Summary

Based on research and collaborative actions, the district requires all teachers to utilize the district's online curriculum which is aligned to the state's curriculum. A focus on Best Practices forms the basis for effective instruction. Data-driven decisions for improvement in instruction and instructional methodologies are based on state assessments, common formative assessments, and campus walkthrough data. Embedded professional development, increased use of online written curriculum, and an analysis of data continues to provide the basis for monitoring accountability progress on the Guess campus.

Guess follows the district mandated curriculum for instruction and assessment. The highest percentage of the instructional program is the regular education curriculum. Instructional programs, lesson plans, and the use of supplemental resources are utilized to meet the academic needs of students. Guess teachers participate in grade level strategic planning sessions which offer collaboration among teachers from across the district. PLCs are conducted weekly to assess programs, student growth and analyze lessons and strategies.

The curriculum is the framework that teachers follow according to their content area. Instruction is guided by assessment data with the interventions and enrichment based upon this data.

School Processes & Programs Strengths

Weekly PLC and grade level planning meetings are held to discuss student data and performance.

Guess provides on-campus mentorship to new and struggling teachers.

Eduphoria, mClass, and district nine weeks assessments are used to monitor students' success and progress.

Campus administration provides weekly staff newsletter.

Campus administrative meetings are held weekly.

DEIC representation

Regularly scheduled CEIC meetings

Daily morning intervention provided to all students

Daily reading intervention for 2nd grade Tier 3 students through ROAR

Daily reading and math intervention for all Tier 3 students using Education Galaxy.

Each grade level has a set of 30 chromebooks to use daily. The campus is one-to-one regarding technology.

Weekly 60 minutes of reading intervention for ELL students are provided through K-12 Summit.

Bonus Bruin reading program provides reading support bi-monthly for younger readers.

Parent communication is offered through blackboard, Class Dojo, emails, phone calls, newsletters, and on site visitation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on classroom walk thrus 40% of classroom teachers are using the "Academic Monitoring" model with fidelity. **Root Cause:** Many of the teachers are new to the profession and lack the knowledge and training to implement district iniative effectively.

Perceptions

Perceptions Summary

Guess Elementary works as a team. The administrative leadership team consist of the principal, the assistant principal, a math coach, a reading coach, a behavior interventionist and the counselor. There are 32 classroom teachers, four special education teachers, a dyslexia interventionist, an ESL interventionist, a speech therapist, a PE coach, an Art teacher, two SLC paraprofessionals, four AFL paraprofessionals, a PEIMS Clerk, a receptionist, a Principal's Secretary, an ISS paraprofessional, a school nurse, a parent facilitator, a Communities in School coordinator, a ROAR Coordinator, four custodians, and four cafeteria workers.

The new year turnover effected about 20% of the staff. The experience of the staff ranges from two teachers working through an alternative certification program, 18 teachers with 1-5 years of experience, nine teachers with 6-10 years of experience, five teachers with 11-20 years of experience, and four teachers with over 20 years of experience. One hundred percent of the staff hold a Bachelors Degree in a variety of areas, thirteen percent of the staff hold a Masters Degree and two percent have obtained a doctorate. Our staff strives to meet the educational needs of our students and community by continuing to acquire additional certifications in ESL and Gifted and Talented. The campus coordinates with the Human Resource Department to attract and hire effective teachers through an annual job fair.

Guess Elementary stakeholders have overwhelming confidence in the school's leadership team. The stakeholders agree that the school day is appropriate for the academic requirements and that the curriculum and instruction is meeting the needs of the students. It is also believed that the climate of the school is conducive to learning and that the teachers are extremely capable.

Guess Elementary invites all stakeholders to be active, integral participants in the school culture and climate. In order to foster the partnerships we have cultivated, we desire to further develop our parent and student interactions in order to foster stakeholder involvement. The partnership between the parents and the school is an integral part of the school's success.

Our staff is diligently working to enhance the culture of our campus through means of actively communicating with our parents.

Campus discipline affects school culture and climate. The CHAMPS program is a campus-wide positive discipline program that the Guess teachers and staff utilized consistently throughout the school year. The In-School Suspension Program is part of the campus discipline piece and is facilitated by an ISS paraprofessional who also works with students to improve their behavior. The CHAMPS program has resulted in fewer classroom disruptions and less office referrals.

Positive student behavior also results in a safer school. The safety of our school is a top priority for Guess Elementary.

Perceptions Strengths

Foundations/ CHAMPS campus wide

Positive campus culture

Counseling on bullying and social skills.

Building is secure during school hours and students feel safe

ROAR volunteers meet with students weekly

Campus Facebook page

Blackboard Connect

Regularly scheduled CEIC meetings

Mentor support of new teachers

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on data and teacher call logs, 40% of the classroom teachers don't attend or support monthly student/parent activities as required by Domain 4 of T TESS. **Root Cause:** Teacher morale is low.

Priority Problem Statements

Problem Statement 1: Based on the 2022-2023 mClass EOY assessment, 36% of the second grade students performed on or above grade level.

Root Cause 1: The inability to acquire certified teachers caused 60% of the students to be without consistent challenging instruction for more than three months.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of third grade students performing on or above grade level on 2022-2023 STAAR math decreased from 43% to 30%.

Root Cause 2: Students were not given the opportunity to receive mathematical support for successful performance because of the lack of a certified teacher in one of the classes which caused three overpopulated classes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of fourth grade students performing on or above grade level on the 2022-2023 STAAR reading decreased from 49% to 40%.

Root Cause 3: Students were not given the opportunity to receive Reading and writing support for successful performance because of the lack of a certified teacher in one of the classes which caused three overpopulated classes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Twenty percent of the professionals lack certification, experience and content knowledge of their assigned position.

Root Cause 4: The teachers were reassigned to different positions due to resignations and teacher shortages.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented 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
- 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
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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: By May 2025, we will increase the percentage of Tier 1 kindergarten students on mClass Reading from 70% to 73%.

HB3 Goal

Evaluation Data Sources: mClass BOY, MOY, EOY 9 week district assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted intervention to struggling students by creating a master schedule with built in time for intervention. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus administration, Instructional coaches, and teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students on multiple grade levels will utilize the ROAR Louder program to gain fluency in addition a Title 1 aide will assist with pulling small groups for specified grade levels. Strategy's Expected Result/Impact: Increased academic achievement. Staff Responsible for Monitoring: ROAR Coordinator, reading coach, and grade level teachers, Title 1 support aide	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will utilize MClass/ Amplify for Reading intervention. Strategy's Expected Result/Impact: Increased academic achievement. Staff Responsible for Monitoring: Reading Coach, classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize small group instruction for reading to increase fluency and comprehension. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Reading coach and teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2: By May 2025, we will increase the percentage of Tier 1 first grade students on mClass Reading from 48% to 55%.

HB3 Goal

Evaluation Data Sources: mClass BOY, MOY, EOY, 9 week district assessments,

Strategy 1 Details	Reviews			
Strategy 1: Title 1 aide will be assigned to grade level to help support students that need support through small groups. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Teachers, Reading Coach, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning for Saxon phonics components with all teachers. Strategy's Expected Result/Impact: Increased utilization of Saxon phonics components Staff Responsible for Monitoring: Reading coach/ Content Supervisor will conduct training.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize small group instruction daily. Strategy's Expected Result/Impact: Lesson plans will reflect small group instruction. Staff Responsible for Monitoring: Content coaches and admin team.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 3: By May 2025, we will increase the percentage of Tier 1 second grade students on mClass Reading from 45% to 50%.

HB3 Goal
Evaluation Data Sources: mClass BOY, MOY, EOY, 9 week district assessments

Strategy 1 Details	Reviews			
Strategy 1: Pull out tutorials for 2nd- 3rd grade students who performed below grade level on BOY mClass. Small group instruction Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Reading Coach, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local Funds, - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 4: By May 2025, we will increase the percentage of 3rd grade students that are TIER 1 in Mclass from 48% to 55%.

HB3 Goal
Evaluation Data Sources: mCLASS BOY, MOY, and EOY, pause points, mid nine week assessments, nine week assessments

Strategy 1 Details	Reviews			
Strategy 1: Small group for students who performed below grade level on BOY mClass . Small group instruction Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Reading Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local Funds, - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 5: By May 2024, the percentage of 3rd graders who perform at Meets on STAAR will increase from 26% to 55% with the district expectation.

Evaluation Data Sources: Mclass, District assessents, State Interim Assessments

Strategy 1 Details	Reviews			
Strategy 1: Pull out tutorials during the day and offer after school tutorials for 3rd grade students who performed below grade level on Interim Assessment. Staff Responsible for Monitoring: Teachers, Admin, Instructional Coach, Tutors	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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 2025, we will increase the percentage of third grade students that score meets grade level or above on STAAR math from 22% to 50%.

HB3 Goal
Evaluation Data Sources: NWEA MAP, STEMSCOPES, 9 week assessments, unit assessments, teacher made assessments, Interim Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for math instruction. Small group instruction Provide professional development learning to analyze data Provide professional development learning to unpack the TEKS Strategy's Expected Result/Impact: Learning gaps will be closed and math scores on STEMScopes benchmarks will increase by a half or full year. Achievement scores will increase in grade 3. The percentage of students performing at meets level on STAAR will increase. Staff Responsible for Monitoring: Instructional Coach, Principal, Math Supervisor, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local Funds, - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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 May 2025, we will increase the percentage of Kindergarten students at Tier 1 on NWEA MAP from 52%- 57%.

HB3 Goal

Evaluation Data Sources: NWEA MAP, STEMScopes BOY, MOY, EOY, 9 week assessments, unit assessments, teacher made assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for math instruction. Small group instruction Provide professional development learning to analyze data Provide professional development learning to unpack the TEKS Strategy's Expected Result/Impact: Learning gaps will be closed and math scores on MAP will increase. Staff Responsible for Monitoring: Instructional Coach, Teachers, Asst. Principal, Title 1 support aide TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local Funds, - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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: By May 2025, we will increase the percentage of first grade students performing at TIER 1 on NWEA MAP from 33% to 40%.

HB3 Goal

Evaluation Data Sources: MAP, BOY, MOY EOY 9 week assessments, district modules, teacher made assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for math instruction. Small group instruction Provide professional development learning to analyze data Provide professional development learning to unpack the TEKS Strategy's Expected Result/Impact: Learning gaps will be closed and math scores on MAP will increase. Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local Funds, - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

 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 4: By May 2025 , we will increase the percentage of second grade students performing at TIER 1 on NWEA MAP from 46% to 55%.

HB3 Goal
Evaluation Data Sources: MAP, STEMScopes BOY, MOY EOY 9 week assessments, district modules, teacher made assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for math instruction. Small group instruction Provide professional development learning to analyze data Provide professional development learning to unpack the TEKS Strategy's Expected Result/Impact: The percentage of 2nd grade at TIER 1 on MAP will increase. Staff Responsible for Monitoring: Instructional Coach, Assistant Principal, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local Funds, - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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 1: By May 2025, one-hundred percent of our students, PreK-5, will be provided opportunities to explore career pathways through various platforms.

Evaluation Data Sources: Monthly calendars

Strategy 1 Details	Reviews			
Strategy 1: Counselors will collaborate with Student Council and Parent Involvement to put on an event for students by May 2025. Strategy's Expected Result/Impact: Increase the students' awareness of various careers. Staff Responsible for Monitoring: Counselor coordinate with District CCMR dept	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By the end of the school year, 100% of the students will explore career pathways through the online platform Xello. Strategy's Expected Result/Impact: Increase the students' awareness of various careers. Staff Responsible for Monitoring: Counselor, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Guess Elementary will maintain and build ongoing relationships with at least four of the business partners. Strategy's Expected Result/Impact: Improve the net promoter score. Staff Responsible for Monitoring: Parent liaison, principal, secretary	Formative			Summative
	Nov	Jan	Mar	June
 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: 100% of our students will be provided opportunities to explore career pathways through the online platform Xello.

Evaluation Data Sources: Campus calendar.

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

Performance Objective 3: Staff members will be knowledgeable with implementing Xello. A demonstration will be presented to teachers during a PD session after school which will enhance the opportunity for students to explore career paths on a regular basis.

Evaluation Data Sources: Xello online data participation

Strategy 1 Details	Reviews			
Strategy 1: Staff members knowledgeable with implementing Xello will present to teachers during a PD session after school. Strategy's Expected Result/Impact: Increased knowledge of career paths for students Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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 May 2025, student attendance will increase from 92% in attendance to at least 96%.

Evaluation Data Sources: TAPR, 9 week PEIMS reports, weekly attendance report.

Strategy 1 Details	Reviews			
Strategy 1: Continue motivational procedures such as: Posting nine weeks attendance data at campus entry, recognize classes that meet the weekly attendance goal during Monday Morning assembly, offer free dress and other incentives per nine week period and yearly attendance incentives for awards day. Recognize individual students every grading period who meet the attendance goal. Strategy's Expected Result/Impact: Weekly attendance 97%. Yearly attendance for the year will reach 97% or above. Staff Responsible for Monitoring: PEIMS Clerk, Attendance committee TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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 May 2025, staff attendance will increase by 2% in attendance to at least 96%.

Evaluation Data Sources: TAPR, 9 week PEIMS reports, weekly attendance report.

Strategy 1 Details	Reviews			
Strategy 1: Staff members will be recognized for achieving their attendance goals. Staff will be recognized and celebrated with incentives such as: Shout-outs during announcements for grade level teams, and semester perfect attendance incentives. Strategy's Expected Result/Impact: Increased attendance and student performance. Staff Responsible for Monitoring: Secretary, Attendance committee, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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 May 2025, the percentage of parents participating in at least 50% of school related activities will increase from 5% to 10%.

Evaluation Data Sources: Volunteer sign in sheets.

Parent facilitator sign in sheets.

Parental surveys.

Strategy 1 Details	Reviews			
Strategy 1: Continue the practice of Parent Involvement Facilitator home communication. CEIC scheduled meetings. Plan and implement monthly Parent Involvement events. Organize Parent Involvement Workshop/Events such as STAAR nights, Goals night, Literacy and Math Nights Invite parents to "Meet the teacher" social. Chat and Chew with the Principal Create a quarterly newsletter and/ or calendar for parents. Increase Use of Blackboard/ Parent Link to promote Events and Activities/ Reminders PTA created Remind Chat; PTA Social Media, PTA Website, contact number, and email will be shared often. Continue pushing information out on DOJO and Guess FB group Strategy's Expected Result/Impact: At least 10% parent involvement through out the school year for at least 50% of school sponsored events. Staff Responsible for Monitoring: Principal Parent Facilitator, Parent Involvement Committee, Campus Media Support, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	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: By May 2025, the percentage of students in the "all students" subgroup, that score meets level or above on STAAR Reading will increase to 50%.

Evaluation Data Sources: Campus STAAR reading

Strategy 1 Details	Reviews			
Strategy 1: Weekly support for grade level planning from the Instructional Coach. Small Group tutorial pull outs for tier III students Strategy's Expected Result/Impact: Increased student achievement at meets or above level on STAAR Decreased number of students performing at below on STAAR Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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 2: By May 2025, the percentage of students in the "all students" subgroup, that score meets level or above on STAAR Math will increase to 40%.

Evaluation Data Sources: Campus STAAR math

Strategy 1 Details	Reviews			
Strategy 1: Weekly support for grade level planning from Instructional Coach Strategy's Expected Result/Impact: Increased student achievement at meets or above level on STAAR Decreased number of students performing below on STAAR Staff Responsible for Monitoring: Instructional Coach, Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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 3: For the 2024-25 school year, we will create dedicated intervention time within the master schedule.

Evaluation Data Sources: Master schedule

Strategy 1 Details	Reviews			
Strategy 1: Intervention block will be used to target math and reading deficits and provide enrichment for strengths. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, tutors for specfied grade levels	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: Grade Level Planning will be held weekly and utilize data with DDI.

Evaluation Data Sources: DDI/ Grade level planning schedule and notes.

Strategy 1 Details	Reviews			
Strategy 1: Data will be analyzed to determine individual students strengths and weaknesses so that needs can be addressed. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Administration, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Gaps between the curriculum and actual instruction will be identified and rectified. Strategy's Expected Result/Impact: Lesson plans will reflect the needs of students. Staff Responsible for Monitoring: Campus administration, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Action plans will be created that address deficits in student learning after DDI sessions. Strategy's Expected Result/Impact: Action plans will be utilized. Staff Responsible for Monitoring: Campus administration, Instructional Coach.	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 5: Coaching and feedback will be given to teachers by campus administration on a weekly basis.

Evaluation Data Sources: Whetstone data

Strategy 1 Details	Reviews			
Strategy 1: Coaching and feedback will be provided in the area of Reading for all grade levels. Strategy's Expected Result/Impact: Increased reading achievement. Staff Responsible for Monitoring: Instructional Coach, Administrative Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coaching and feedback will be provided in the area of Math for all grade levels. Strategy's Expected Result/Impact: Increased math achievement. Staff Responsible for Monitoring: Instructional Coach Campus administration	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is an on-going process that continually addresses progress towards our goals. The CEIC, which is made up of administrators, teachers, parents, community members and business partners, meets quarterly to review goals and strategies and analyze data. In the fall of 2023, the Guess CEIC met to begin the process of working on the Comprehensive Needs Assessment for the 2024-2025 school year. The committee met with a specific goal in mind. Before starting the new CNA, the committee reviewed the goals from the previous year, analyzed that data and began discussing adjustments for improvements. They also discussed possible root causes. Members were divided into teams and each planning team was assigned a specific area to address. The four Multiple Measures were demographic, student achievement, processes and programs, and perceptions. Data was collected from various sources and questions to consider were shared with all. Collaboratively we collected, organized, and analyzed data. Next, priority problem statements were determined. The following sources are just a few that are used to prioritize problems; *Attendance Records, CHAMPS/Foundations, Class Schedules, Discipline Records, State Assessment/District Assessment Data, TAPR, T-TESS GOALS, Root Cause Analysis*. Strategies and activities that will lead to improved student outcomes are shared and determined. After the analysis is complete, the CEIC makes informed decisions, prioritizes the needs and then is responsible for linking those to the Campus Improvement Plan. A plan is then created. The Title I budget is also discussed among the members and the allocation of funds is determined.

The CEIC reviews goals and strategies of the plan at each quarterly meeting and makes adjustment for improvement.

2.1: Campus Improvement Plan developed with appropriate stakeholders

2024-25 Campus Education Improvement Committee

Jada Saveat Easley, Administrator	jsavea2@bmtisd.com
Ashley Wilbourn, Assistant Principal	awilbou@bmtisd.com
Damara Gilder, Counselor	dgilde1@bmtisd.com
Rodney Saveat, District Supervisor	rsaveat@bmtisd.com
Pamela Segura, Teacher	psegura@bmtisd.com
Nyree Banks, Teacher	nbanks@bmtisd.com
Ronald Coleman, PE Teacher	rcolma@bmtisd.com

-, Teacher

Keneisha Bell, Paraprofessional

kbell2@bmtisd.com

Alexandrea Phillips, Teacher

aphill1@bmtisd.com

Angela Gillis, Parent

angelagillis@gmail.com

Julie Shook, Stakeholder

jshook31@gmail.com

Mary Collier, Business Partner

mc@nebcbeaumont.org

Gene Leal, Business Partner

gene.leal@jasonsdeli.com

2.2: Regular monitoring and revision

The committee meets quarterly to review progress of the students and implementation of strategies and to give feedback. The members are given an agenda, current data and progress of goals and objectives. Formative reviews are conducted in November, January, and March. A summative review is conducted in June 2023.

2.3: Available to parents and community in an understandable format and language

An overview of the CIP goals and objectives are reviewed during the Title 1 Meeting held annually. Also, it is reviewed at the "Chat and Chew W/ Dr. E" meeting. The information is distributed in English and Spanish. At that time, we will also survey parents as to the best form of communication with them. A draft copy of the Campus Improvement Plan can be found in the front office.

2.4: Opportunities for all children to meet State standards

The campus provides Amplify, AR360, STEMScopes, and daily RTI interventions to be used for support.

Math manipulatives have been provided for all math teachers.

The campus provides after school enrichment and tutorials.

The campus will provide a dyslexia interventionist who will monitor and assist RTI students who are reading below their grade level.

The campus will provide after school academic interventions for students who are at risk of failing their classes or need extra support.

The campus will provide additional technology in the classrooms such as Google Chrome books, Newline Panels, and additional support materials for classroom technology use.

The district has provided an Instructional Coach and Title 1 aides to provide support to teachers and students in danger of failing.

2.5: Increased learning time and well-rounded education

The campus provides after school enrichment and tutorials.

The campus will establish after school clubs and activities for students.

The district will provide a part-time behavior interventionist who will work with at-risk students.

The district will provide a part-time Student Wellness Coordinator who will provide support to students who are at risk.

The campus will provide a fine arts and physical education program available to all students.

The campus will provide an annual fitness gram for all students to measure their health and physical progress.

The campus will provide counseling classes weekly to all grade levels and students on making right choices.

The campus will provide technology through chromebooks/tablets, Newline Panels, and PA system for classroom/school technology use.

2.6: Address needs of all students, particularly at-risk

The campus will provide programs such as Mind Play for daily RTI intervention for 2nd grade students. The campus will also use mClass, NWEA, and STEMscopes to monitor student progress and plan for accelerated instruction.

The campus will provide a Dyslexia interventionist who will monitor and assist 504 students reading below grade level.

The campus will provide after school tutorials for Tier II and III students.

The campus will provide a Parent Coordinator to work with parents and students through monthly parent workshops and trainings and events.

The campus will provide a ROAR Coordinator to work with community partners and targeted students from multiple grade levels on reading fluency and comprehension.

Intergrate ESL strategies in the classroom to provide extra support to all students.

Intervention small group reading with the Title 1 aides to provide additional intervention for Tier II and III students.

3.1: Annually evaluate the schoolwide plan

The CIP is evaluated quarterly to make adjustments and changes. It is a living document which addresses the needs of the students on the campus. As data is collected and analyzed the direction needed for increased student achievement is evaluated.

4.1: Develop and distribute Parent and Family Engagement Policy

An annual Title I meeting , will be held this year during the month of September (tentatively), to provide an overview of our Campus Improvement Plan's goals and objectives. The meeting will be held in English and Spanish. At that time we will survey parents and solicit their preferred method of contact. Parents are invited to participate in monthly PTA and Parent Center Coordinator activities, where the Compact is reviewed. Various opportunities are provided throughout the year for parents to support campus initiatives.

4.2: Offer flexible number of parent involvement meetings

We will offer opportunities each month to encourage parent involvement. Planned activities include, but not limited to Chat and Chew with the Principal, Trunk-or-Treat, Thanksgiving Feast, Grandparent's Reading buddy, Falling into Reading, Holiday Lunch, Veteran's Day program, STAAR family night, and Are you smarter than a Cowboy. All dates are tentative at this time.

Campus Funding Summary

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