

**Beaumont Independent School District**  
**Fletcher Elementary School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

**We believe that our mission at Fletcher Elementary is to provide for continuous student achievement  
IN A WAY THAT:**

All students will be challenged to achieve their greatest potential

Each child's individuality will be recognized

Everyone will be treated with dignity and respect

Everyone will perceive our mission as a vested interest and commit to full support of our endeavors in the implementation and achievement of our mission.

## Vision

**Fletcher Elementary is "committed to student and staff growth."**

## Value Statement

WE BELIEVE IN ....

The assurance of safety in the school environment

The continual development and implementation of quality schools

Bridging the gap between the majority and minority learner

An appreciation of various cultures

Academic success for each child will occur in a safe and positive environment

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Fletcher Elementary School** is located in the middle of "the Avenues" at 1055 Avenue F and serves students in grades PK-5th. The student demographics of Fletcher reflect the ethnic composition of the community from which it draws its population. It is 1 of 2 bilingual campuses in the district that services students in the Bilingual program. These students come from different areas of the city and are bused in to receive those services.

### Total Population of Students: 468

Demographic	Number of Students	Percentage
African American	73	15.60%
American Indian or Alaska Native	2	0.43%
Asian	1	0.21%
Hispanic	383	81.84%
White	6	1.28%
Two or More Races	3	0.64%

Fletcher Elementary offers instructional programs designed to meet the individual needs of all students. The regular education program is the largest instructional program which includes Bilingual, ESL, Dyslexia, and Gifted/Talented. The Special Education Program focuses on the unique needs and services of students. Inclusion, Resource, Early Childhood Special Education, Structured Learning, and Academics for Life are included in the Special Education Program.

Program	Number of Students	Percentage
Bilingual Education	191	40.8%
ESL	96	20.5%
Gifted and Talented	25	5.3%
SPED	88	18.8%
504	7	1.5%
Dyslexia	11	2.4%

### Attendance

Student and staff attendance increased from the previous year. We will continue implementing the attendance action plan to meet our campus and district goal of 95%.

Student and staff attendance remains a contributing factor to overall academic achievement.

	2020-2021	2021-2022	2022-2023	2023-2024
EE	79.12%	82.1%	84.6%	88.13%
PK	88.1%	87.5%	85.8%	89.34%
Kindergarten	85.8%	87.8%	89.1%	91.39%
1st Grade	87.4%	89.3%	92.7%	92.49%
2nd Grade	87.5%	91.1%	93.2%	94.46%
3rd Grade	87.3%	91.8%	93.9%	94.36%
4th Grade	86.4%	92.5%	93.0%	94.41%
5th Grade	86.7%	90.3%	92.2%	94.98%

	2020-2021	2021-2022	2022-2023	2023-2024
Total	86.7%	90.3%	92.2%	93.32%

## Student Discipline

	2020-2021	2021-2022	2022-2023	2023-2024
ISS	3	6		
OSS	0	6		

Student discipline had decreased. It is attributed to the consistent use of CHAMPS by teachers, referrals to the school counselor, counseling by an administrator, behavior interventionist, wellness coordinator, and Communities in School being used as a form of restorative discipline to address the social and emotional well-being of students.

## Demographics Strengths

- The Bilingual Program addresses the needs of newcomer incoming students in all grade levels PK-5th.
- The District Pre-K Program for economically disadvantaged and EL populations provide early intervention for at-risk students.
- The Special Education Program adds diversity to the campus and supports the students' academic needs and social-emotional needs.
- The G/T program addresses the needs of our Gifted and Talented students.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance continues to be below our district/campus goal of 95%. **Root Cause:** Parents are not aware of the 90% rule and the repercussions of possibly losing credit for the school year.

# Student Learning

## Student Learning Summary

At Fletcher Elementary, our emphasis is to focus on student growth and DII (Data Informed Instruction). PLC's (Professional Learning Communities) are held weekly to disaggregate data and keen in on student work. By observing the student's thought processes, we are able to delve in and focus on what the students need. The collaboration amongst grade-level teachers during PLCs (Professional Learning Communities) leads to student growth and success.

Please refer to the five-year comparison (2021-2024) of the STAAR results in the addendum files.

## Student Learning Strengths

- Student performance on STAAR Reading and Math has remained consistent.
- Overall, the scores are consistent with a met-standard rating.
- Students receive intervention as needed by the classroom teacher, ESL pull-out/push-in teacher, Resource/Inclusion Teacher, and Bilingual/ESL paraprofessionals.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Kindergarten bilingual students from 2023-2024 (currently this year's 1st-grade Bilingual students) did not show significant improvement on the mClass Reading benchmark. **Root Cause:** One full class had a substitute for half a year. We had inconsistent teaching staff in the classroom.

## School Processes & Programs

### School Processes & Programs Summary

#### Instructional and Personnel

Fletcher Elementary follows the district's online curriculum which is aligned to the state's TEKS (Texas Essential Knowledge and Skills). Data-driven decisions are made based on state assessments, common formative assessments, benchmark assessments, and campus walk-through data. Professional development is planned on collected data for student and staff growth.

Campus-based instructional and extracurricular programs that enhance academic achievement include the following:

Program	Description
Accelerated Reader	Accelerated Reader is a reading management tool that helps teachers motivate students. This program is designed to assist teachers in guiding students to appropriate books and closely monitor reading practice using reliable and valid quizzes.
Arts Related Curriculum and Young Audiences	Young Audiences and Arts Related Curriculum are a community and school partnership that brings interactive dance, theatre, music, visual arts, crafts, and literacy arts to students at all grade levels.
Athletics- Soccer, and Cheer	This program is offered to 4th and 5th grade students, and is used to promote self-esteem, spirit, athlete skill sets, and good sportsmanship.



Program	Description
Dyslexia Program	The Dyslexia Program provides screenings, intervention, and parent meetings and training for students with Dyslexia. Students may qualify for the program according to the TEA guidelines in the areas of reading, handwriting, phonics, and spelling.
Branching Minds	An online program that allows staff to monitor all aspects of student data in one program and can view academics, attendance, behavior, etc. This is also the platform to document for
ESGI (Educational Software for Guiding Instruction)	One on one assessment that guides instruction with real-time student data.
Item Analysis and DDI (Data Driven Instruction)	Using Eduphoria Aware, student success is measured every nine weeks. The program focuses on student performance on the nine week assessments and diagnostic tests in grades K-5.
ROAR Program	This reading initiative targets 2 <sup>nd</sup> grade students who are not meeting reading proficiency standards according to Renaissance 360 testing. Students meet weekly with a community volunteer for 30 minutes to partake in reading intervention.
STAR 360 Reading and Math	These are a set of diagnostic tests for grades K-5 that assess and track student progress. Available teacher reports are used to drive instructional practices. The assessment results empower educators to focus on individualizing instruction to accelerate learning for all students. This is used for our AFL and SLC classrooms.

Program	Description
Student Council	Student Council is a group of students elected by their peers who address issues of concern and organize student events and activities.
Tutorials	Targeted students are offered this intervention program after school to assist with closing gaps in Reading and Math.
UIL	The University Interscholastic League offers the most comprehensive literary and academic competitive program in the nation. These activities are designed to motivate students as they acquire higher levels of knowledge. Students compete at the district level in the areas of Spelling, Creative Writing, Storytelling, Number Sense, and Maps, Charts, and Graphs.
ST Math	This is a web-based math program that is purchased by the district and used for intervention including HB1416.

## Organization

Fletcher is one of 16 elementary schools in Beaumont ISD. It consists of 468 students and 75 staff members. The Campus Educational Improvement Committee is the governing campus body.

### Campus Educational Improvement Committee (CEIC)

Name	Committee Role
Gloria Guillory	Principal

<b>Name</b>	<b>Committee Role</b>
Yolander Valrie	Assistant Principal
Mary Guillory	Reading Coach
Amber Phillips	Teacher
Celene Mayo	Teacher
Gloria Flowers	Teacher
Patricia Rios	Teacher
Courtney George	Teacher
Kristy Schroeder	Teacher
Meagan Hergert	Teacher
Erika Brooks	Teacher
Maria Guillen	Non-Teaching Staff- Secretary
Maria Rojas	Parent
Julie Camacho	Parent
Felicia Martinez	Community Member
Adrienne M. Hebert	Community Member
Michael Carmichael	Business Representative

## **Administrative**

Formal leadership is structured by the Leadership Team, which is comprised of the principal, assistant principal, counselor, and curriculum coordinator. Informal leadership is comprised of the Foundations Team.

## **School Processes & Programs Strengths**

- Newly certified teachers and adjuncts are paired with a mentor teacher to assist with the improvement of classroom management and

instructional skills.

- Teachers are provided the opportunity to receive campus-based and district-wide professional development related to their field throughout the year.
- An Instructional coach is available to assist teachers with effective teaching strategies and classroom management.
- Students are provided with a variety of extracurricular activities.
- Grade Level PLC meetings are held weekly with teachers.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students are not answering in complete sentences when asked academic questions in at least 75% of observed instances. **Root Cause:** Teachers are not providing sentence stems or requiring students to answer in complete sentences.

**Problem Statement 2 (Prioritized):** Academic monitoring is only implemented with fidelity by 15% of classroom teachers. **Root Cause:** Due to a lack of monitoring and an opulent amount of programs/initiatives, fidelity is lacking.

# Perceptions

## Perceptions Summary

It is our goal to create a positive school culture that includes high expectations for learning and achievement, a safe and caring environment, a viable curriculum, high student motivation and engagement, a professional faculty culture, and partnerships with families and the community.

In an effort to address our campus culture and climate, we will establish processes and procedures for our students and staff. CHAMPS is a research-based classroom management program that is part of Randy Sprick's Safe and Civil Schools and is used across the district. It allows the teacher to set clear behavioral expectations within the classroom. Expectations for the common areas are also established and explicitly taught by the classroom teachers. The campus based Foundations team creates the powerpoints for the staff.

Communication with our families is vital. Primarily, this occurs in written format through letters or flyers to the parents. We also use Blackboard connect to send out mass messages to families by phone. Our Fletcher Elementary Facebook page also serves as an online connection with the families to keep them abreast of current information and activities.

All communication is in English and Spanish.

## Perceptions Strengths

- Teachers have been trained in CHAMPS (Positive Behavior Support System)
- Campus-wide norms have been established and are taught explicitly to students.
- Communication is made available in English and Spanish.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Of the 50 volunteers registered, only 4% are active on campus. **Root Cause:** School activities that are of interest to parents and community members are not offered.

# Priority Problem Statements

**Problem Statement 1:** Academic monitoring is only implemented with fidelity by 15% of classroom teachers.

**Root Cause 1:** Due to a lack of monitoring and an opulent amount of programs/initiatives, fidelity is lacking.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Kindergarten bilingual students from 2023-2024 (currently this year's 1st-grade Bilingual students) did not show significant improvement on the mClass Reading benchmark.

**Root Cause 2:** One full class had a substitute for half a year. We had inconsistent teaching staff in the classroom.

**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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

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

**Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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**

- Processes and procedures for teaching and learning, including program implementation



# Goals

**Goal 1:** The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 55% by June 2025.

**Performance Objective 1:** The percent of PreK students meeting grade level criterion on the CIRCLE assessment in Reading will increase from 41% in English BOY (beginning of the year) data to 77% and 33% Spanish BOY data to 77% by May 2025 in EOY (end of the year) data.

**HB3 Goal**  
**Evaluation Data Sources:** CLI Engage reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement effective small-group instruction using engaging learning stations based on CLI data. <b>Strategy's Expected Result/Impact:</b> Improve student literacy skills and phonemic awareness. <b>Staff Responsible for Monitoring:</b> Reading Coach Administrative Team  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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 39% to 55% by June 2025.

**Performance Objective 2:** The percent of Kindergarten students meeting grade level criterion on the mCLASS assessment in Reading will increase from 14% in BOY (beginning of the year) data to 55% by May 2025 on EOY (end of the year) data.

**HB3 Goal**

**Evaluation Data Sources:** mCLASS reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: effective small group instruction and student discourse. <b>Strategy's Expected Result/Impact:</b> Improve teacher and staff capacity Improve student achievement <b>Staff Responsible for Monitoring:</b> Leadership Team, Reading Coach  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted intervention to struggling students by using the following: *mClass intervention lessons during small group instruction *Utilize paraprofessionals during the intervention *Use iReady and Progress Learning to increase the Rigor of instruction and assessment. <b>Strategy's Expected Result/Impact:</b> Increase in Student Achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Reading Coach Lead teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b>	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 39% to 55% by June 2025.

**Performance Objective 3:** The percent of 1st-grade students meeting grade level criterion on the mCLASS assessment will increase from 26% in BOY (beginning of the year) data to 55% by May 2025 on EOY (end of the year) data.

**HB3 Goal**

**Evaluation Data Sources:** mClass data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: effective small group instruction and student discourse. <b>Strategy's Expected Result/Impact:</b> Improve teacher and staff capacity Improve student achievement <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted intervention to struggling students by using the following: *mClass intervention lessons during small group instruction *Utilize paraprofessionals during the intervention *Implement additional resources such as iReady and Profess Learning to increase rigor for instruction and assessment. <b>Strategy's Expected Result/Impact:</b> Increase in Student Achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Reading Coach Lead teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Focus and provide targeted intervention on phonemic awareness in a small group based on data *Use Saxon phonics with fidelity *Use Estrellita with fidelity for Bilingual classes/with Saxon time *Use mClass small group intervention grouping and lessons <b>Strategy's Expected Result/Impact:</b> Increased awareness of phonemic awareness <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 55% by June 2025.

**Performance Objective 4:** The percent of 2nd-grade students meeting grade level criterion on the mCLASS assessment will increase from 17% in BOY (beginning of the year) data to 55% on EOY (end of the year) data by May 2025.

**HB3 Goal**  
**Evaluation Data Sources:** mClass reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: effective small group instruction and student discourse. <b>Strategy's Expected Result/Impact:</b> Improve teacher and staff capacity Improve student achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Reading Coach  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted intervention to struggling students by using the following: *mClass intervention lessons during small group instruction *Utilize paraprofessionals during the intervention *Utilize supplemental rigorous materials- iReady and Progress Learning <b>Strategy's Expected Result/Impact:</b> Increase in Student Achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Reading coach Lead teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> iReady (STAAR 2.0 materials for Reading/Math/Science for 2nd-5th Grades) - Title I, Part A - \$28,000, Progress Learning (Rigorous TEK aligned resource and assessment builder) - Title I, Part A - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Focus and provide targeted intervention on phonemic awareness in a small group based on data *Use Saxon Phonics/Estrellita with fidelity *Use mClass intervention lessons with fidelity <b>Strategy's Expected Result/Impact:</b> Increased awareness of phonemic awareness <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 28% to 55% by June 2025.

**Performance Objective 1:** The percent of PreK students meeting grade level criterion on the CIRCLE (CLI engage) assessment in math will increase from 38% English BOY (beginning of the year) data to 91% and 50% Spanish BOY data to 91% in EOY (end of the year) data by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement effective small-group instruction using engaging learning stations based on CLI data. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Math Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy - Results Driven Accountability</b>	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 2:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 28% to 55% by June 2025.

**Performance Objective 2:** The percent of K students meeting grade level criterion on the NWEA MAPS assessment will increase from 39% in BOY (beginning of the year) data to 55% on EOY (end of the year) data by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** NWEA Reports  
9 week assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: effective small group instruction and student discourse.  <b>Strategy's Expected Result/Impact:</b> Increase in student Math scores on STEMSCOPES, district assessments, and state assessments  <b>Staff Responsible for Monitoring:</b> Leadership Team Math Coach  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b>  <b>Funding Sources:</b> Professional Development - Title I, Part A - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted intervention to struggling students by using the following: *STEMSCOPES intervention lessons *iReady and Progress Learning *utilize paraprofessionals *manipulatives and visuals  <b>Strategy's Expected Result/Impact:</b> Increase in Student Achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Lead teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Manipulatives - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </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 28% to 55% by June 2025.

**Performance Objective 3:** The percent of 1st-grade students meeting grade level criterion on the NWEA MAPS assessment will increase from 21% in BOY (beginning of the year) data to 55% on EOY (end of the year) data by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria reports  
NWEA MAPS data reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: effective small group instruction and student discourse.  <b>Strategy's Expected Result/Impact:</b> Increase in student Math scores on STEMSCOPES, district assessments, and state assessments  <b>Staff Responsible for Monitoring:</b> Leadership Team Math Coach  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b>  <b>Funding Sources:</b> Materials for ongoing training - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted intervention to struggling students by using the following: *STEMSCOPES intervention lessons *iReady and Progress Learning *utilize paraprofessionals *manipulatives and visuals  <b>Strategy's Expected Result/Impact:</b> Increase in Student Achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Math Coach Lead teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Manipulatives - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 2:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 28% to 55% by June 2025.

**Performance Objective 4:** The percent of 2nd-grade students meeting grade level criterion on the NWEA MAPS assessment will increase from 18% in BOY (beginning of the year) data to 55% on EOY (end of the year) data by May 2025.

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria  
NWEA MAPS reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: effective small group instruction and student discourse  <b>Strategy's Expected Result/Impact:</b> Increase in student Math scores on STEMSCOPES, district assessments, and state assessments <b>Staff Responsible for Monitoring:</b> Leadership Team Math Coach  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Professional Development - Title I, Part A - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted intervention to struggling students by using the following: *STEMSCOPES intervention lessons during small group instruction *iReady and Progress Learning *Utilize paraprofessionals during the intervention *Utilize supplemental rigorous materials- iReady <b>Strategy's Expected Result/Impact:</b> Increase in Student Achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Math Coach Lead teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> iReady Professional Development - Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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:** By the end of May 2025, at least 95% of PK-5th grade students will attend a CCMR event to increase awareness of college, career, and military readiness.

**Evaluation Data Sources:** Calendar Invites

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend CCMR events hosted by the district and create some of those opportunities on campus to expose students to different career opportunities. <b>Strategy's Expected Result/Impact:</b> Students can be exposed to colleges, technical schools, and trade schools in order to find a path for their future. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Connect high school to career and college	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 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 May 2025, we will increase partnerships with community members and business partners from four to six.

**Evaluation Data Sources:** Partnerships approved by Communications Department.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Reach out to new businesses, community, and faith-based organizations to provide opportunities to partner with the school  <b>Strategy's Expected Result/Impact:</b> Increase community involvement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><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 2:** By May 2025, we will have increased the number of parents that attend parent engagement activities by 15%.

**Evaluation Data Sources:** Sign-in Sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create opportunities for increased parental engagement such as: *Meet the Teacher *Open House *Parent/Teacher Conferences *A variety of student/parent involvement w/staff *Communication in both languages (English and Spanish) *Offer a variety of times for parents to be able to participate  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Parent Involvement Coordinator  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Materials for Make/Take activities - Title I, Part A - \$1,500, Snacks for participating parents - Title I, Part A - \$1,000	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 the end of the 2025 school year, the Math STAAR scores meeting standard for 3rd Grade will increase from 28% to 55%. (not the same cohort)

**HB3 Goal**

**Evaluation Data Sources:** STAAR scores  
TAPR  
Eduphoria

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: lesson planning, effective small-group instruction, academic monitoring, and student discourse  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Reading Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Manipulatives - Title I, Part A - \$1,000, Materials to document progress - SCE - \$1,000, Incentives - Activity Funds - \$2,000, Technology -for online programs - Title I, Part A - \$10,000, Tutorials/ Enrichment - Title I, Part A - \$13,000	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:** By the end of the 2025 school year, the Reading STAAR scores meeting standard for 3rd Grade will increase from 39% to 55%.  
(not the same cohort)

**High Priority**

**Evaluation Data Sources:** STAAR scores  
TAPR  
Eduphoria

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: lesson planning, effective small-group instruction, academic monitoring, and student discourse  <b>Strategy's Expected Result/Impact:</b> STAAR Scores TAPR Eduphoria  <b>Staff Responsible for Monitoring:</b> Leadership Team Math Coach  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b>  <b>Funding Sources:</b> Materials for documentation of progress - SCE - \$1,000, Manipulatives - Title I, Part A - \$1,000, iReady licences - Title I, Part A - \$13,000, Incentives - Student Activity Funds - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<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>				

**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 2025 school year, the Reading STAAR scores meeting standard for 4th Grade will increase from 34% to 55%

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** STAAR, 9 week assessments, classroom assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: lesson planning, effective small-group instruction, academic monitoring, and student discourse <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Reading Coach  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Manipulatives - Title I, Part A - \$1,000, Materials to document progress - SCE - \$1,000, Incentives - Activity Funds - \$2,000, Technology -for online programs - Title I, Part A - \$10,000, Tutorials/ Enrichment - Title I, Part A - \$13,000	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 4:** By the end of the 2025 school year, the overall Science STAAR score for 5th Graders meeting standard will increase from 18% to 55% .

**Evaluation Data Sources:** STAAR scores  
TAPR  
Eduphoria

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the components of the instructional handbook: lesson planning, effective small-group instruction, academic monitoring, and student discourse  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Leadership Team Math/Science Coach  <b>Title I:</b> 2.4, 2.6 - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Materials for Labs - SCE - \$3,000, Incentives - Student Activity Funds - \$1,000, Manipulatives/ Resources - Title I, Part A - \$3,000, Technology for online programs - Title I, Part A - \$5,000, Tutorials/Enrichment - Title I, Part A - \$13,000	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div>0%</div><div>No Progress</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></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 5:** By the end of the 2025 school year, at least 80% of EB (emergent bilingual) students will grow one full year in their language as evidenced on the TELPAS assessment.

**Evaluation Data Sources:** TELPAS Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that Summit K--12 is used by all BE students at least 60 minutes per week. <b>Strategy's Expected Result/Impact:</b> attainment of the English language <b>Staff Responsible for Monitoring:</b> LPAC Coordinator Reading Coach  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Headphones for the program - Title III	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>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arturo Rodriguez	Parent Engagement Coordinator	Title IA	0.25
Iman Wilridge	Instructional Math Coach	Title IA	1.0
Valrie Jones	Title IA Instructional Aide	Title IA	1.0

# Campus Education Improvement Committee

Committee Role	Name	Position
Parent	Maria Rojas	Parent
Business Representative	Leticia Sedatole	CIS
District-level Professional	Alberto Iglesias	District Representative
Business Representative	Susana Gonzalez	Business Representative
Community Representative	Felicia Martinez	Community Member
Classroom Teacher	Gloria Flowers	Teacher
Classroom Teacher	Amber Phillips	Teacher
Classroom Teacher	Celene Mayo	Teacher
Classroom Teacher	Erika Brooks	Teacher
Classroom Teacher	Meagan Hergert	Teacher
Classroom Teacher	Courtney George	Teacher
Classroom Teacher	Patricia Rios	Teacher
Classroom Teacher	Kristy Schroeder	Teacher
Paraprofessional	Maria Guillen	Secretary
Paraprofessional	Valerie Jones	paraprofessional
Administrator	Yolander Valrie	Assistant Principal
Administrator	Gloria Guillory	Principal



# Campus Funding Summary

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Materials to document progress		\$1,000.00
5	2	1	Materials for documentation of progress		\$1,000.00
5	3	1	Materials to document progress		\$1,000.00
5	4	1	Materials for Labs		\$3,000.00
Sub-Total					\$6,000.00
Student Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Incentives		\$2,000.00
5	4	1	Incentives		\$1,000.00
Sub-Total					\$3,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	iReady (STAAR 2.0 materials for Reading/Math/Science for 2nd-5th Grades)		\$28,000.00
1	4	2	Progress Learning (Rigorous TEK aligned resource and assessment builder)		\$6,500.00
2	2	1	Professional Development		\$5,000.00
2	2	2	Manipulatives		\$1,000.00
2	3	1	Materials for ongoing training		\$1,000.00
2	3	2	Manipulatives		\$1,000.00
2	4	1	Professional Development		\$5,000.00
2	4	2	iReady Professional Development		\$2,000.00
4	2	1	Materials for Make/Take activities		\$1,500.00
4	2	1	Snacks for participating parents		\$1,000.00
5	1	1	Tutorials/Enrichment		\$13,000.00
5	1	1	Manipulatives		\$1,000.00
5	1	1	Technology -for online programs		\$10,000.00
5	2	1	iReady licences		\$13,000.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Manipulatives		\$1,000.00
5	3	1	Tutorials/Enrichment		\$13,000.00
5	3	1	Manipulatives		\$1,000.00
5	3	1	Technology -for online programs		\$10,000.00
5	4	1	Tutorials/Enrichment		\$13,000.00
5	4	1	Manipulatives/Resources		\$3,000.00
5	4	1	Technology for online programs		\$5,000.00
Sub-Total					\$135,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	Headphones for the program		\$0.00
Sub-Total					\$0.00
Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Incentives		\$2,000.00
5	3	1	Incentives		\$2,000.00
Sub-Total					\$4,000.00

# 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

# STAAR DATA



## Student Achievement Summary 3-5

(Awaiting official TAPR report to be released for 2023-2024)

		2020-2021	2021-2022	2022-2023	2023-2024
Reading	Approaches	53%	68%	70%	
	Meets	20%	42%	42%	
	Masters	10%	16%	13%	
Math	Approaches	46%	72%	72%	
	Meets	23%	43%	47%	
	Masters	6%	17%	14%	
Science	Approaches	45%	38%	48%	
	Meets	9%	19%	17%	
	Masters	1%	8%	3%	

## 3rd Grade STAAR Reading

(Awaiting official TAPR report to be released for 2023–2024)

		2020–2021	2021–2022	2022–2023	2023–2024
3rd Grade Reading	Approaches	48%	67%	69%	
	Meets	18%	42%	41%	
	Masters	10%	15%	10%	
Hispanic	Approaches	46%	70%	63%	
	Meets	13%	42%	33%	
	Masters	10%	12%	8%	
African American	Approaches	57%	40%	100%	
	Meets	43%	40%	100%	
	Masters	10%	0%	17%	
Economically Disadvantaged	Approaches	41%	67%	79%	
	Meets	11%	41%	32%	
	Masters	5%	15%	14%	
Emergent Bilingual	Approaches	44%	70%	56%	
	Meets	10%	33%	22%	
	Masters	8%	12%	5%	

## 3rd Grade STAAR Math

(Awaiting official TAPR report to be released for 2023–2024)

		2020–2021	2021–2022	2022–2023	2023–2024
<b>3rd Grade Math</b>	<b>Approaches</b>	<b>46%</b>	<b>75%</b>	<b>84%</b>	
	<b>Meets</b>	<b>20%</b>	<b>49%</b>	<b>50%</b>	
	<b>Masters</b>	<b>8%</b>	<b>24%</b>	<b>17%</b>	
<b>Hispanic</b>	<b>Approaches</b>	<b>44%</b>	<b>78%</b>	<b>82%</b>	
	<b>Meets</b>	<b>17%</b>	<b>50%</b>	<b>43%</b>	
	<b>Masters</b>	<b>8%</b>	<b>24%</b>	<b>12%</b>	
<b>African American</b>	<b>Approaches</b>	<b>57%</b>	<b>40%</b>	<b>100%</b>	
	<b>Meets</b>	<b>29%</b>	<b>40%</b>	<b>100%</b>	
	<b>Masters</b>	<b>14%</b>	<b>20%</b>	<b>50%</b>	
<b>Economically Disadvantaged</b>	<b>Approaches</b>	<b>39%</b>	<b>74%</b>	<b>82%</b>	
	<b>Meets</b>	<b>16%</b>	<b>50%</b>	<b>50%</b>	
	<b>Masters</b>	<b>5%</b>	<b>24%</b>	<b>18%</b>	
<b>Emergent Bilingual</b>	<b>Approaches</b>	<b>46%</b>	<b>88%</b>	<b>78%</b>	
	<b>Meets</b>	<b>18%</b>	<b>55%</b>	<b>39%</b>	
	<b>Masters</b>	<b>5%</b>	<b>24%</b>	<b>12%</b>	

## 4th Grade STAAR Reading

(Awaiting official TAPR report to be released for 2023–2024)

		2020–2021	2021–2022	2022–2023	2023–2024
4th Grade Reading	Approaches	51%	62%	67%	
	Meets	19%	34%	35%	
	Masters	7%	17%	7%	
Hispanic	Approaches	50%	61%	66%	
	Meets	15%	29%	32%	
	Masters	7%	12%	8%	
African American	Approaches	50%	67%	*	
	Meets	40%	67%	*	
	Masters	10%	50%	*	
Economically Disadvantaged	Approaches	42%	60%	66%	
	Meets	18%	31%	38%	
	Masters	5%	15%	6%	
Emergent Bilingual	Approaches	57%	55%	59%	
	Meets	14%	27%	22%	
	Masters	6%	11%	0%	



## 4th Grade STAAR Math

(Awaiting official TAPR report to be released for 2023–2024)

		2020–2021	2021–2022	2022–2023	2023–2024
4th Grade Math	Approaches	35%	59%	48%	
	Meets	25%	33%	31%	
	Masters	7%	10%	9%	
Hispanic	Approaches	33%	57%	46%	
	Meets	20%	31%	31%	
	Masters	7%%	10%	10%	
African American	Approaches	40%	67%	*	
	Meets	40%	33%	*	
	Masters	0%	17%	*	
Economically Disadvantaged	Approaches	37%	56%	52%	
	Meets	26%	31%	35%	
	Masters	8%	9%	10%	
Emergent Bilingual	Approaches	31%	59%	34%	
	Meets	23%	34%	22%	
	Masters	9%	9%	3%	

## 5th Grade STAAR Reading

(Awaiting official TAPR report to be released for 2023–2024)

		2020–2021	2021–2022	2022–2023	2023–2024
5th Grade Reading	Approaches	60%	77%	72%	
	Meets	28%	52%	49%	
	Masters	12%	17%	22%	
Hispanic	Approaches	61%	81%	71%	
	Meets	29%	49%	46%	
	Masters	12%	16%	18%	
African American	Approaches	43%	64%	86%	
	Meets	29%	64%	71%	
	Masters	14%	18%	43%	
Economically Disadvantaged	Approaches	58%	76%	76%	
	Meets	30%	49%	52%	
	Masters	18%	16%	12%	
Emergent Bilingual	Approaches	67%	82%	69%	
	Meets	30%	50%	40%	
	Masters	16%	18%	17%	

## 5th Grade STAAR Math

(Awaiting official TAPR report to be released for 2023–2024)

		2020–2021	2021–2022	2022–2023	2023–2024
5th Grade Math	Approaches	55%	85%	82%	
	Meets	25%	50%	57%	
	Masters	4%	19%	15%	
Hispanic	Approaches	56%	86%	82%	
	Meets	24%	49%	57%	
	Masters	2%	22%	16%	
African American	Approaches	43%	82%	86%	
	Meets	29%	55%	57%	
	Masters	14%	9%	14%	
Economically Disadvantaged	Approaches	58%	84%	76%	
	Meets	24%	47%	48%	
	Masters	3%	20%	12%	
Emergent Bilingual	Approaches	58%	89%	79%	
	Meets	23%	54%	56%	
	Masters	0%	25%	15%	

## 5th Grade STAAR Science

(Awaiting official TAPR report to be released for 2023–2024)

		2020–2021	2021–2022	2022–2023	2023–2024
5th Grade Science	Approaches	45%	38%	48%	
	Meets	9%	19%	17%	
	Masters	1%	8%	3%	
Hispanic	Approaches	42%	35%	45%	
	Meets	8%	14%	14%	
	Masters	2%	3%	4%	
African American	Approaches	57%	45%	57%	
	Meets	14%	36%	43%	
	Masters	0%	27%	0%	
Economically Disadvantaged	Approaches	48%	33%	42%	
	Meets	12%	18%	15%	
	Masters	0%	9%	0%	
Emergent Bilingual	Approaches	44%	29%	44%	
	Meets	7%	14%	10%	
	Masters	0%	4%	4%	

## Fletcher Elementary 2023–2024 Data Comparison

### NWEA MAP Math Data

	BOY					MOY					EOY				
% key	>80%	61–80	41–60	21–40	1–20	>80%	61–8	41–60	21–40	1–20	>80%	61–8	41–60	21–40	1–20
K	8%	14%	24%	36%	18%	19%	18%	6%	21%	36%	15%	14%	18%	18%	35%
1st	5%	11%	26%	19%	39%	3%	5%	21%	25%	46%	3%	11%	12%	25%	49%
2nd	3%	19%	16%	23%	39%	1%	11%	24%	25%	39%	1%	7%	26%	21%	45%
3rd	8%	20%	12%	24%	36%	9%	19%	19%	22%	31%	5%	27%	19%	20%	29%
4th	18%	33%	10%	21%	18%	22%	26%	12%	19%	21%	24%	27%	20%	14%	15%
5th	8%	19%	19%	20%	34%	13%	26%	13%	14%	34%	9%	25%	17%	22%	27%

### mClass Reading Data

	BOY				MOY				EOY			
	Above	At	Below	Well Below	Above	At	Below	Well Below	Above	At	Below	Well Below
K	16%	19%	24%	41%	31%	28%	21%	21%	22%	51%	5%	22%
K(Sp)	18%	54%	11%	18%	15%	42%	18%	24%	11%	44%	19%	25%
1st	6%	17%	22%	56%	5%	18%	26%	50%	15%	33%	18%	35%
1st (Sp)	20%	20%	0%	60%	11%	26%	5%	58%	21%	26%	5%	47%
2nd	8%	31%	11%	50%	8%	32%	16%	45%	18%	32%	17%	33%
2nd (SP)	11%	16%	5%	68%	22%	17%	0%	61%	20%	24%	16%	40%
3rd	8%	27%	17%	48%	4%	27%	14%	55%	19%	20%	18%	43%
4th	7%	32%	21%	39%	22%	22%	15%	41%	18%	23%	23%	37%
5th	5%	31%	20%	44%	11%	23%	13%	52%	32%	21%	5%	42%

## CLI Engage (PK) Math

	Tier 1	Tier 2	Tier 3
<b>BOY</b>	<b>56%</b>	<b>0%</b>	<b>44%</b>
<b>MOY</b>	<b>58%</b>	<b>0%</b>	<b>42%</b>
<b>EOY</b>	<b>63%</b>	<b>0%</b>	<b>38%</b>
<b>BOY (SP)</b>	<b>60%</b>	<b>0%</b>	<b>40%</b>
<b>MOY (SP)</b>	<b>35%</b>	<b>0%</b>	<b>65%</b>
<b>EOY (SP)</b>	<b>50%</b>	<b>0%</b>	<b>50%</b>

## CLI Engage (PK) Reading

	Tier 1	Tier 2	Tier 3
<b>BOY</b>	<b>51%</b>	<b>0%</b>	<b>49%</b>
<b>MOY</b>	<b>63%</b>	<b>0%</b>	<b>37%</b>
<b>EOY</b>	<b>79%</b>	<b>0%</b>	<b>21%</b>
<b>BOY (SP)</b>	<b>69%</b>	<b>0%</b>	<b>31%</b>
<b>MOY (SP)</b>	<b>46%</b>	<b>0%</b>	<b>54%</b>
<b>EOY (SP)</b>	<b>39%</b>	<b>0%</b>	<b>41%</b>

# STAAR 2023–2024 Data

## Math

Grade Level	2023			2024			Change (+/–)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd	84%	50%	17%	61%	28%	6%	–23%	22%	–11%
4th	48%	31%	9%	73%	44%	17%	+25%	+13%	+8%
5th	82%	57%	15%	87%	61%	18%	+5%	+4%	+3%

## Reading

Grade Level	2023			2024			Change (+/–)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd	69%	41%	10%	66%	39%	13%	–3%	–2%	+3%
4th	67%	35%	7%	72%	34%	12%	+5%	–1%	+5%
5th	72%	49%	22%	78%	43%	18%	+6%	–6%	–4%

# Science

Grade Level	2023			2024			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
5th	48%	17%	3%	69%	18%	3%	+21%	+1%	0%