

Beaumont Independent School District
Homer Drive Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Homer Drive Elementary is to assure that the students are provided the opportunity to learn the needed skills, values, and knowledge to be an important part of our school and community.

Vision

In collaboration with our community, Homer Drive Elementary is transforming into a model school where students can achieve their fullest academic and social-emotional potential.

Value Statement

“There is no place like Homer!”

The Campus Improvement Plan is a living, working document based upon the needs of Homer Drive Elementary. This document can/will be modified as needed, throughout the school year.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Homer Drive Elementary opened as a 4th and 5th grade campus in October of 1990 with Dr. Norman Traylor as principal. After his tenure, Ava Colbert served as principal from 1997 to 2016. Upon her retirement, Dr. Paul Shipman was named as the new principal of Homer Drive until 2018. Dr. Belinda George took the helm in 2018 until the Spring of 2022. Dr. Charisma Popillion served as principal for the 2022 - 23 school year, and the current principal of Homer Drive Elementary is Mrs. Mellow Tatmon.

The campus was uniquely designed as a brown and white structure with a bright turquoise roof divided into four separate structures. The school was uniquely designed to house the two grade levels separately. The main building was called the administration building. The remaining building served as a cafeteria. Homer Drive was the first school in the district equipped with wiring for computers. In 2011, as part of the bond election, a new Pre-K wing was added.

Homer Drive Elementary is one of 15 primary campuses in the Beaumont Independent School District in Beaumont, Texas. Homer Drive maintains an enrollment of approximately 500 students in grades Pre - Kindergarten through 5th grade.

It is the mission of Homer Drive Elementary to inspire and prepare all students for lifelong success by providing the opportunity to acquire the necessary skills, values, and knowledge to receive an exemplary education in a safe learning environment. Homer Drive Elementary offers instructional programs designed to meet the individual needs of the student demographic population. The regular education program is the largest instructional program, which includes Dyslexia, English as a Second Language (ESL), and Gifted

and Talented (GT). The Special Education Program focuses on the unique needs of students, and provides services through Resource and Inclusion.

Our campus organization, is compromised of:

- One Early Childhood Special Education class (ECSE)
- Three Prekindergarten classes
- Four Kindergarten classes
- Three First Grade classes
- Three Second Grade classes
- Three Third Grade Classes
- Four Fourth Grade Classes
- Four Fifth Grade Classes
- Ancillary Teachers - Art, Music/Band (4th & 5th), Physical Education, SPED Resource/Inclusion, English as a Second Language, Dyslexia
- School Nurse
- Paraprofessionals - Para-Librarian, 3 Special Education Aides, 1 Instructional Aide, 3 Pre-K Aides, 1 Physical Education Aide, and 1 In-School Suspension Aide (ISS), 1 Part - time ROAR Coordinator
- Clerks - Principal's Secretary, PEIMS/Attendance Clerk, Receptionist
- Parent/School Liaison
- Administrative - Principal, Assistant Principal
- Leadership Team - Counselor, Behavior Intervention Specialist, Reading Coach, and Math Coach

During the 2024 - 2025 school year, Homer Drive Elementary will be implementing the Accelerating Campus Excellence Model (ACE). There are five pillars in which the model is built upon:

- Effective Principals and Teachers
- Instructional Excellence

- Extended Learning
- Social and Emotional Support
- Parent and Community Partnerships.

The model is intended to:

- Move a school that is a D or F to an A or B school in a maximum of 2 years.
- Provide an opportunity for accelerated success for students structured around the five ACE pillars.
- Serve as a model and demonstration for the district on the best practices on closing gaps for kids.
 - Maintain student composition
 - Increase retention of high quality administrators & teachers
 - Amplify campus culture and climate
 - Systematically reduce discipline incidents
 - Increase STAAR student performance at Meets and Masters performance levels across all grades and subject areas
 - Increase percentage of students meeting growth expectations
 - Exceed expectations on A - F school accountability system.

2023 - 2024 Student Attendance Percentages by Grade - Level

EE	87%
Pre-K	85%
Kindergarten	87%
First	88%
Second	89%
Third	90%
Fourth	91%
Fifth	90%

Total = 89%

Demographics Strengths

- CHAMPS/Foundations Training is consistent and discipline is improving.
- There is a true appreciation of various cultures.
- Because there are no admission barriers in place, Homer Drive serves a wide array of students with varying academic abilities.
- We will host after-school tutorials 2 days a week for third through fifth grade for math and reading

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance for the the 2023 - 2024 school year was 89%, which is 6% less than the district's goal. **Root Cause:** Communication is not consistent on behalf of the staff when students are habitually absent.

Student Learning

Student Learning Summary

Homer Drive will continue exploring new and inventive ways to utilize resources that will foster student success. The requirements for accelerated instruction at Homer Drive are being addressed with fidelity through our HB1416 campus endeavors. Professional Learning Communities (PLCs), Data Driven Instruction meetings (DDI), Student Learning Reports (SLR), coaching provided by the Reading and Math Coaches, mClass Intervention Lessons, intentional MTSS implementation, Progress Learning, Google Chromebooks, Smart Panels, and manipulatives are among the many tools Homer Drive has available to ensure the strategies are designed to improve student performance.

2023 - 2024 Preliminary STAAR Data

STAAR Reading

Grade Level	2023			2024			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd	66%	31%	12%	49%	19%	4%	-17%	-12%	-8%
4th	48%	18%	3%	55%	20%	8%	+7%	+2%	+5%
5th	57%	24%	11%	44%	20%	6%	-13%	-4%	-5%

STAAR Math

Grade Level	2023			2024			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd	44%	28%	7%	41%	15%	0%	-3%	-13%	-7%
4th	34%	20%	2%	41%	17%	1%	+7%	-3%	-1%
5th	66%	31%	6%	50%	15%	2%	-16%	-16%	-4%

STAAR Science

Grade Level	2023			2024			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
5th	26%	6%	0%	23%	8%	2%	-3%	+2%	+2%

Student Learning Strengths

- More frequent DDIs will be conducted to analyze data, ensure adequate instruction, and track student progress on informal and formal assessments.
- Students will continue to participate/compete in the District Level University Interscholastic League (UIL).
- "Data Talks" will be held each nine weeks to monitor nine weeks and benchmark assessment results.
- ROAR Volunteer Program will assist Tier 2 students in improving reading skills.

- Homer Drive will be more intentional with the Multi - Tiered System of Support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): % of current third graders scored below grade level on the end - of - year mClass reading assessment. **Root Cause:** There was a lack of adequate differentiation within the grade level.

Problem Statement 2 (Prioritized): 3rd grade 2024 Math STAAR results at the meets level was %, which was % less than the district's performance. **Root Cause:** There was limited differentiation provided during the school year.

Problem Statement 3 (Prioritized): 5th grade 2024 Science STAAR results at the meets level was %, which was % lower than the district's performance. **Root Cause:** There was a limited number of hands - on activities due to non - functioning science labs.

School Processes & Programs

School Processes & Programs Summary

Teachers at Homer Drive Elementary use the Amplify Reading and Language Arts Curriculum, which is a Tier I - based instructional program for all students, K - 5th grade, along with online district curriculum for the remaining content areas which is aligned with the state's curriculum standards. The Pre-Kindergarten program utilizes the Frog Street Press Curriculum.

Campus assessments, mClass, NWEA Map, district-wide common assessments, interim testing, and mock testing data are used to help plan instruction and guide teachers in targeting areas of instruction that students need additional help for stronger understanding. Campus teachers participate in district-wide strategic planning which allows them to discuss common areas of concern and generate best practices for presenting information to students for deeper understanding. All instructional programs are designed to meet the individual needs of the students.

School Processes & Programs Strengths

The campus has technology in each classroom, including a document camera, projector, and chrome books for all students. Teachers are trained in the use of technology integration for instruction.

- Campus provides a variety of positive extracurricular activities for students to keep students interested and involved in the school including Student Council, Flag Team, Band for 4th and 5th grade, Choir, Cheerleading, Soccer Team, and Basketball Team.
- Campus will celebrate the importance of students and staff being drug free through Red Ribbon Week activities.
- Campus will create a focus on College, Career and Military Awareness through a week of CCMR activities.

- Vertical Planning among teachers/grade - levels
- Weekly meeting of grade level Professional Learning Communities.
- DDIs will be conducted every week.
- Implementation of effective use of read alouds within each classroom
- Scheduled uninterrupted intervention time
- Student Discourse is encouraged, along with other Lead4ward Instructional Strategies.

Perceptions

Perceptions Summary

Homer Drive Elementary is dedicated to providing a quality education for every student in our school through ongoing partnerships with parents and community members. Effective family engagement includes the full engagement of all families through:

- Campus Parent Involvement Policy
- Parent Teacher Association
- Parent Surveys
- Parent School Compacts
- Goals Night
- Parent Educational Activity Nights
- Student/family member events
- Student performance programs
- Award's Day Events
- Home visits
- School Dances

Perceptions Strengths

- Goals Night, Parent-Teacher Conferences and other activities that involve parents in academic programs.
- Monthly Parent Calendars
- Staff Newsletters
- Blackboard Connect system is used to communicate with our stakeholders and to keep parents informed about announcements.
- Community Support from community and business partners
- ROAR program to help Tier 2 students strengthen reading ability
- Parent volunteers opportunities including in-class assistance, school parties and chaperones on field trips
- Perfect attendance and honor roll celebrations
- Awards programs
- Cheer Squad
- Flag Team
- Athletic Intra-school Teams

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students have poor conflict resolution skills. **Root Cause:** There is a lack of healthy student discourse practices.

Priority Problem Statements

Problem Statement 1: 5th grade 2024 Science STAAR results at the meets level was %, which was % lower than the district's performance.

Root Cause 1: There was a limited number of hands - on activities due to non - functioning science labs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 3rd grade 2024 Math STAAR results at the meets level was %, which was % less than the district's performance.

Root Cause 2: There was limited differentiation provided during the school year.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: % of current third graders scored below grade level on the end - of - year mClass reading assessment.

Root Cause 3: There was a lack of adequate differentiation within the grade level.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students have poor conflict resolution skills.

Root Cause 4: There is a lack of healthy student discourse practices.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The attendance for the the 2023 - 2024 school year was 89%, which is 6% less than the district's goal.

Root Cause 5: Communication is not consistent on behalf of the staff when students are habitually absent.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved 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
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- 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 from 16% to 55% by June 2025.

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 19% to 25% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: 2025 3rd Grade Reading STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Establish a campus literacy team. Strategy's Expected Result/Impact: Create a culture of literacy through instruction, campus events, encouragement of reading and provide reading materials. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Conduct campus literacy walks. Strategy's Expected Result/Impact: Identify areas for success and improvement of literacy instruction and ensure instructional strategies are being implemented with fidelity. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Prioritize daily practice of reading with written responses to reading. Strategy's Expected Result/Impact: An increase in student reading fluency and comprehension Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: On-going training opportunities will be provided to Pre-K - 3 teachers in instructional best practices. Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the ELAR curriculum. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The campus will participate in Read-A-Thons and other reading focused events to promote daily independent reading. Strategy's Expected Result/Impact: Students will spend time daily reading independently thus increasing reading competency and fluency. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Paralibrarian Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy	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 from 16% to 55% by June 2025.

Performance Objective 2: There will be a 10% increase in students performing at or above grade level in reading in Grades Pre-K - 3 by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage and mClass data for BOY, MOY, and EOY.

Strategy 1 Details	Reviews			
Strategy 1: 100% of Pre-K - 3 students will be assessed three times a year (BOY, MOY, EOY) using a district approved screener. Strategy's Expected Result/Impact: Student's foundational literacy skills will be reviewed for growth and areas of need. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach PreK - 2 Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement small group instruction to rectify learning gaps and address individual student needs Strategy's Expected Result/Impact: Increased reading accuracy, fluency, and comprehension. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Conduct regular campus walk-throughs of reading instruction using a digital feedback program/platform. Strategy's Expected Result/Impact: Calibration and alignment of instructional "look-fors" that should be visible during reading instruction. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Weekly lesson plans will be composed by teachers and sent to campus literacy team to review. Strategy's Expected Result/Impact: Documentation that lesson planning is occurring through lesson plan monitoring for alignment and implementation. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Provide intervention which includes a daily intervention block, after-school tutorials and summer school for reading. Strategy's Expected Result/Impact: Increased reading accuracy, fluency, and comprehension. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Instructional Materials and Funding for Staff - Title I, Part A - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
Strategy 6: Implement the strategies and initiatives that the Literacy Task Force developed to address effective use of programs. Strategy's Expected Result/Impact: 5 initiatives will be identified and plan for implementation developed. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide ongoing support to Pre-K - 3 reading teachers. Strategy's Expected Result/Impact: Teachers will receive materials, lesson planning assistance, co-teaching support, participation in data review meetings, etc. to ensure quality teaching strategies are utilized. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy	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 1: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 15% to 25% by June 2025.

High Priority
HB3 Goal
Evaluation Data Sources: 2025 third grade math STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conference with students on attainment of key skills at least twice each grading period and goals will be shared with parents. Strategy's Expected Result/Impact: An increase in the positive mathematical culture on campus Staff Responsible for Monitoring: Principal Assistant Principal Math Coach First Grade Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Campus will provide at-home learning opportunities by sharing online program access with parents/families and creating a calendar of parent events throughout the year such as Math Game Nights and Math STAAR Resource Nights. Strategy's Expected Result/Impact: Increased parental engagement in student leaning and a deeper knowledge of curriculum and instruction expectations for students. Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Teachers Parent Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Campuses will prioritize time to conduct daily practice of mathematical skills. Strategy's Expected Result/Impact: Campus schedules will reflect time provided for the practice of math which will increase student math fluency. Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		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 2: There will be a 10% increase in students performing at or above grade level in math in Grades Pre-K - 3 by May 2025.

High Priority
HB3 Goal
Evaluation Data Sources: CLI Engage and NWEA Map BOY, MOY, and EOY assessment results

Strategy 1 Details	Reviews			
Strategy 1: 100 % of Pre-K - 3 students will be assessed three times a year (BOY, MOY, EOY) using a district approved screener. Strategy's Expected Result/Impact: Students' foundational math skills will be reviewed for growth and areas of need. Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement small group instruction to rectify learning gaps and address individual student needs. Strategy's Expected Result/Impact: Increased student growth in math proficiency Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Conduct regular campus walk-throughs of math instruction using a digital feedback program/platform. Strategy's Expected Result/Impact: Calibration and alignment of math instructional "look-fors" that should be visible during math instruction Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Provide on-going implementation support in math to Pre-K - 3 teachers in weekly planning meetings. Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the Math curriculum. Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Teachers will develop weekly lesson plans for math instruction and they will be reviewed for alignment and usage of best practices. Strategy's Expected Result/Impact: Reviewing of lesson plans will provide enhanced instruction that targets and rectifies learning gaps. Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
Strategy 6: Provide intervention and tutorials including after-school and summer for elementary math. Strategy's Expected Result/Impact: Increased mathematical accuracy, fluency and comprehension. Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Implementation and monitoring of the strategies and initiatives developed by the Math Task Force to address effective use of programs. Strategy's Expected Result/Impact: 5 initiatives will be identified and a plan for implementation developed. Staff Responsible for Monitoring: Principal Assistant Principal Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	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 1: By May 2025, each grade level will experience at least 1 unique CCMR (College, Career, and Military Readiness) activity.

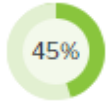
Evaluation Data Sources: Student participation artifacts

Strategy 1 Details	Reviews			
Strategy 1: Host an Annual College, Career and Military Readiness Week. Strategy's Expected Result/Impact: Students will be exposed and gain an understanding of various career paths. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Communities in Schools Parent Involvement Coordinator Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	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 students in Grades K-5 will be given the opportunity to explore future career opportunities by June 2025.

Evaluation Data Sources: Xello online program usage

Strategy 1 Details	Reviews			
Strategy 1: Utilization of Xello online program with K - 5 students will occur throughout the 2024-2025 school year in Social Studies Classes. Strategy's Expected Result/Impact: Students' knowledge of career opportunities will be expanded. More students will seek CCMR opportunities. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Homer Drive will increase communication, highlighting campus achievements, with stakeholders by 10% throughout the 2024-2025 school year.

Evaluation Data Sources: Campus calendar, social media postings, flyers and other communication modes.
Parent Sign-In Sheets
Surveys

Strategy 1 Details	Reviews			
Strategy 1: Parent Liaison will promote and communicate campus information and achievements to stakeholders. Strategy's Expected Result/Impact: Social Media posting s will be coordinated and occur at least every 2--3 days. Staff Responsible for Monitoring: Principal Assistant Principal Parent Involvement Coordinator ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify and train campus personnel who can support the needs of bilingual stakeholders. Strategy's Expected Result/Impact: Stakeholders will receive communication and be served in a language they understand. Staff Responsible for Monitoring: Principal Parent Involvement Coordinator ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Publication materials, supplies for workshops - Local Funds - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Increase opportunities to train and share information about the campus with parents and families. Strategy's Expected Result/Impact: Parents and families will increase understanding of opportunities on the campus for them and their student. Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Initiatives will be implemented by June 2025, that will support a culture and climate aligning with the District and Campus core beliefs.

High Priority

HB3 Goal

Evaluation Data Sources: Event agendas, presentations, sign in sheets, flyers, pictures and other artifacts

Strategy 1 Details	Reviews			
Strategy 1: Parent Liaison will develop a campus based calendar of events and trainings to distribute to parents on a monthly basis. Strategy's Expected Result/Impact: Increase parent engagement opportunities. Staff Responsible for Monitoring: Parent Liaison Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide take home instructional resources to empower, engage and support families. Strategy's Expected Result/Impact: Increased parent and family knowledge of instructional skills. Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal Reading and Math Coaches Teachers Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: The overall percentages of students that score meets grade level or above in 4th grade on all STAAR Assessment content areas will increase by 10% by June 2025.

High Priority
HB3 Goal
Evaluation Data Sources: 2025 Reading and Math STAAR Results for 4th Grade

Strategy 1 Details	Reviews			
Strategy 1: Implementation of current district Instructional Playbook focusing on Lesson Cycle/Internalization, Aggressive Monitoring/Feedback, Small Group Instruction, and Student Discourse/Questioning along with monthly training opportunities. Strategy's Expected Result/Impact: Focusing on four high yield strategies with depth and purpose will allow teachers to fully hone these tools for their instructional toolbox which will result in stronger instructional delivery and student engagement. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Implementation of HB 1416 mandatory Accelerated Learning components will target all students who did not meet standard on the previous year STAAR test for content areas. Priority will be given to Math and Reading. Strategy's Expected Result/Impact: Devoting additional hours per failed STAAR test of high quality tutoring using vetted, TEKS-aligned resources and trained tutors will result in a higher level of student achievement on the 2025 STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Math Coach/HB Lead Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Intervention time will be built into the master schedule, providing dedicated tutorial time for all students every school day. Strategy's Expected Result/Impact: Higher student achievement as a result of targeted intervention to close learning gaps. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 2: The overall percentages of students that score meets grade level or above in 5th grade on all STAAR Assessment content areas will increase by 10% by June 2025.

High Priority
Evaluation Data Sources: 2025 Reading, Math and Science STAAR results for 5th Grade

Strategy 1 Details	Reviews			
Strategy 1: Implementation of current district Instructional Playbook focusing on Lesson Cycle/Internalization, Aggressive Monitoring/Feedback, Small Group Instruction, and Student Discourse/Questioning along with monthly training opportunities. Strategy's Expected Result/Impact: Focusing on four high yield strategies with depth and purpose will allow teachers to fully hone these tools for their instructional toolbox which will result in stronger instructional delivery and student engagement. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

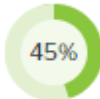
Strategy 2 Details		Reviews			
Strategy 2: Implementation of HB 1416 mandatory Accelerated Learning components will target all students who did not meet standard on the previous year STAAR test for content areas. Priority will be given to Math and Reading. Strategy's Expected Result/Impact: Devoting additional hours per failed STAAR test of high quality tutoring using vetted, TEKS-aligned resources and trained tutors will result in a higher level of student achievement on the 2025 STAAR. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Math Coach/HB Lead Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Intervention time will be built into the master schedule, providing dedicated tutorial time for all students every school day. Strategy's Expected Result/Impact: Higher student achievement as a result of targeted intervention to close learning gaps. Staff Responsible for Monitoring: Principal Assistant Principal Reading Coach Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 3: Initiatives will be implemented by June 2025, that will support a culture and climate aligning with the District and Campus core beliefs.

High Priority

Evaluation Data Sources: Discipline Data
Survey Data

Strategy 1 Details		Reviews			
Strategy 1: Campus-wide implementation of trauma-informed teaching and de-escalation strategies will address student emotional needs and impacts from prior and current events related to a campus with a high economically disadvantaged population. Strategy's Expected Result/Impact: Instructional leaders and teachers are better prepared to address the array of student emotional needs effectively and supportively. Staff Responsible for Monitoring: Principal Assistant Principal Behavior Intervention Specialist Wellness Coordinators Counselor Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Implementation of the Houses of Homer System Strategy's Expected Result/Impact: Improved culture and climate campus-wide Staff Responsible for Monitoring: Principal Assistant Principal Reading and Math Coaches Behavior Intervention Specialist Teachers House Leaders ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Foundations Team

Committee Role	Name	Position
Paraprofessional	Ponda Brown	ISS Coordinator
Non-classroom Professional	Nicholas Monette	Behavior Interventionist Specialist
Administrator	Felicia Cooper	Assistant Principal

Grade Level Chairs

Committee Role	Name	Position
Classroom Teacher	Raven Morgan	Kindergarten Teacher

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Felicia Cooper	Assistant Principal
Administrator	Mellow Tatmon	Principal

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Publication materials, supplies for workshops		\$1,500.00
Sub-Total					\$1,500.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Instructional Materials and Funding for Staff		\$5,000.00
Sub-Total					\$5,000.00

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

Grade Level	Total Count	NH or PI	AA	AI or AN	Asian	Hispanic	White	2+ Races	Ec. Dis.
ECSE	13	0	11	0	0	2	0	0	10
PK	59	0	49	0	0	7	2	1	58
K	71	0	58	0	1	8	4	4	70
1st	85	0	72	0	1	6	4	2	79
2nd	94	0	84	0	0	4	3	3	87
3rd	81	0	75	0	0	4	0	2	78
4th	86	0	77	0	0	8	1	1	79
5th	76	0	65	0	0	8	2	1	71
Percentage		0%	86.29%	0%	0.35%	8.26%	2.46%	2.46%	94.15%
Total	569	0	491	0	2	47	14	14	532

2020-2021 STAAR PRELIMINARY ASSESSMENT DATA BY SUBJECT AND GRADE LEVEL FOR ALL STUDENTS in COMPARISON WITH 2018-2019 STARR ASSESSMENT

3rd Grade	2019 <i>STAAR</i> <i>Assessment</i> Meets Grade Level	2021 <i>STAAR</i> <i>Assessment</i> Meets Grade Level	2019 <i>STAAR</i> <i>Assessment</i> Masters Grade Level	2021 <i>STAAR</i> <i>Assessment</i> Masters Grade Level
Reading				
Homer	16.33%	19.72%	9.18%	4.23%
District	24.05%	16.54%	13.75%	6.56%
Math				
Homer	15.31%	6.85%	5.10%	0%

District	20.65%	11.31%	7.34%	3.89%
4th Grade	2019 <i>STAAR</i> <i>Assessment</i> Meets Grade Level	2020 <i>STAAR</i> <i>Assessment</i> Meets Grade Level	2019 <i>STAAR</i> <i>Assessment</i> Meets Grade Level	2020 <i>STAAR</i> <i>Assessment</i> Masters Grade Level
Reading				
Homer	18.28%	13.41%	5.38%	3.66%
Disrict	21.53%	16.23%	8.68%	6.71%
Math				
Homer	17.20%	7.53%	13.75%	5%

District	18.25%	12.01%	9.23%	6.36%
Writing				
Homer	7.53%	5.95%	2.15%	1.19%
District	16.43%	8.72%	2.99%	2.52%
5th Grade	2019 <i>STAAR</i> <i>Assessment</i> Meets Grade Level	2020 <i>STAAR</i> <i>Assessment</i> Meets Grade Level	2019 <i>STAAR</i> <i>Assessment</i> Masters Grade Level	2019 <i>STAAR</i> <i>Assessment</i> Masters Grade Level
Reading				
Homer	32.91%	15.49%	15.19%	4.23%

District	32.85%	22.99%	16.93%	13.33%
Math				
Homer	29.11%	7.04%	12.66%	1.41%
District	27.21%	17.09%	15.05%	8.20%
Science				
Homer	18.18%	5.63%	2.60%	0%
District	24.05%	8.89%	9.72%	3.59%