

Beaumont Independent School District
Regina-Howell Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Regina-Howell will deliver innovative academic opportunities where students evolve into goal-oriented, career-ready, and productive citizens through an engaging climate and culture.

Vision

To empower today's learners in an academically and culturally diverse and inclusive environment to become safe, respectful, and responsible global citizens.

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Comprehensive Needs Assessment

Revised/Approved: March 27, 2024

Demographics

Demographics Summary

Regina-Howell Elementary is located in Beaumont, Jefferson County, Texas with a population of 780 students from grades PK4 through fifth grade. Our faculty consists of 45 teachers and 40 staff members. Along with our faculty and staff members, many business partners contribute to our success. The student ethnic breakdown is 41% African American, 10% Asian, 25% Hispanic, 19% White, and 5% Two or More races. Sixty-five percent (65%) of our population is considered economically disadvantaged. Our staff is more diversified than in previous years. Our campus has four self-contained Special Education classes, and an advanced Pegasus Program in 4th and 5th grade.

Demographics Strengths

Regina-Howell is a diverse campus with learners from various backgrounds and experiences. Our families come from many countries and speak at least 19 different languages.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At-Risk students overlap with economically disadvantaged students which has caused a large growth in our student population. We also have many students listed as homeless. **Root Cause:** Proof of residency can be avoided by individuals writing a statement to say they live in the zone. This is not enforced, therefore, we have many students who are not living within our zone. This has caused increased class sizes and many discipline and attendance concerns.

Student Learning

Student Learning Summary

Based on the data from the STAAR results, Regina-Howell Elementary students achieved the following passing rates:

Reading

- 3rd Grade – 61.6%
- 4th Grade – 89.3%
- 5th Grade – 81.3%

Math

- 3rd Grade – 58%
- 4th Grade – 65.1%
- 5th Grade – 76.7%

Science

5th Grade – 63.5%

Student Learning Strengths

Regina-Howell is a high-performing campus in the district UIL Academic Competition. During the 2023-2024 school year, the team earned second place. Students competing in the Future Problem Solvers competition earned 1st place, 2nd place, and Most Futuristic.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the 2024 3rd Grade STAAR Math Assessment Data, 32.8% scored Meets or Masters. This is one-third of our third-graders. **Root Cause:** For the last several years, students have not been taught phonics and are coming to third grade as non-readers.

Problem Statement 2 (Prioritized): Based on the 3rd grade STAAR Reading Assessment Data, 35.8% scored Meets or Masters. This is just over one-third of our 3rd Graders. **Root Cause:** For the past several years, students have not received phonics instruction and grades haven't reflected their independent reading ability. Therefore, students are coming to 3rd Grade as non-readers.

School Processes & Programs

School Processes & Programs Summary

Our campus meets weekly in grade-level PLCs to plan and analyze student performance. It has been the tradition of the school to recite and follow the Charger Challenge daily to help improve the listed areas.

Charger Challenge

Put forth your best effort today because this day will never come again.

Set your goals high and remember the Charger Challenge.

Treat others the way you want to be treated.

Be on time and prepared.

Be polite and use a quiet voice.

Listen to and respect authority.

Quietly walk on the right side of the hallways.

To help improve student behavior, we adopted the following Charger Bucks initiative.

Charger Bucks

- All staff members are required to hand out at least one Charger Buck to a student who is following the Charger Challenge.
- Students drop their Buck in the bucket located in the cafeteria
- Each Friday, 10 Bucks are drawn and the students' names are announced over the morning announcements.
- Those students get to spin the prize wheel. Prizes such as popcorn with the principal or Hula hoop contest with a staff member are awarded.

School Processes & Programs Strengths

The campus maintains strong communication and teamwork among staff.

The appropriate instruction time is protected for core subjects.

Phonics intervention program for 3rd Grade showed strong growth this year.

Saxon Phonics has returned for Kindergarten-Second-Grade.

A part-time second Assistant Principal came on board to assist with discipline, as well as a part-time Behavior Interventionist and Wellness Coordinator.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student enrollment has grown over 100 students since last year. A full-time second Assistant Principal and counselor are greatly needed to meet the needs of students and staff. **Root Cause:** Students are coming from other districts and campuses with severe behavior and attendance concerns. Our staff is limited in size and ability to meet all their needs.

Perceptions

Perceptions Summary

Regina Howell's leadership team consists of a principal, assistant principal, and instructional coach. A second assistant principal and second counselor are being processed through Human Resources and should join the team when we return in July. The campus has a part-time Wellness Coordinator and Behavior Interventionist, a physical education teacher, music teacher, art teacher, 1 physical education aide, 1 para-librarian, 2 instructional aides, 11 special education paraprofessionals, ISS paraprofessional, school nurse, 2 custodians with 1 vacancy, 6 cafeteria workers, secretary, parent involvement coordinator, ROAR coordinator, PEIMS data clerk, receptionist and 2 crossing guards. Approximately 80% of our staff holds a Bachelors Degree and 22% holds a Masters Degree.

Perceptions Strengths

Our campus is open to visitors and approved volunteers. We are working closely with our PTA to plan events to engage more parents during the school day and in the evening. We celebrate student success through initiatives such as the Charger Bucks Behavior System. Our business partners Education First Federal Credit Union, Roy West Real Estate, Outback Steakhouse and Exceptional Emergency Center volunteer for multiple events throughout the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents are very involved, but others are not involved at all. **Root Cause:** Communication must be sent by multiple modes and in home languages.

Priority Problem Statements

Problem Statement 1: Based on the 2024 3rd Grade STAAR Math Assessment Data, 32.8% scored Meets or Masters. This is one-third of our third-graders.

Root Cause 1: For the last several years, students have not been taught phonics and are coming to third grade as non-readers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on the 3rd grade STAAR Reading Assessment Data, 35.8% scored Meets or Masters. This is just over one-third of our 3rd Graders.

Root Cause 2: For the past several years, students have not received phonics instruction and grades haven't reflected their independent reading ability. Therefore, students are coming to 3rd Grade as non-readers.

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

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
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 5, 2024

Goal 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41.6% to 55% by June 2025.

Performance Objective 1: The percentage of Pre-K students meeting grade level criterion on the CLI Engage assessment in reading will increase from 60% in October 2024 to 75% by May 2025.

HB3 Goal

Evaluation Data Sources: CLI Engage assessment

Strategy 1 Details	Reviews			
Strategy 1: Pre-kindergarten Teachers will participate in instructional planning days to review Pre-K guidelines and plan instruction which is specific to the needs of each of the students. Strategy's Expected Result/Impact: The quality of tier-one instruction will be aligned with students' needs. Staff Responsible for Monitoring: Instructional Coach, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Substitutes for teachers - SCE - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
 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 41.6% to 55% by June 2025.

Performance Objective 2: The percent of kindergarten students meeting grade-level criteria on the mCLASS assessment in reading will increase from 56% in September 2024 to 80% by May 2025.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Kindergarten teachers will participate in instructional planning days to review student expectations in reading and language arts and plan instruction that is specific to the needs of each of the students. Strategy's Expected Result/Impact: More students will perform at benchmark by the end of the academic school year. Staff Responsible for Monitoring: Reading Coach, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Substitute coverage for teachers - SCE - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All required K-2nd grade teachers will successfully complete the Reading Academy by the end of the 2025 school year. Strategy's Expected Result/Impact: Teachers will understand the science of teaching reading. Staff Responsible for Monitoring: Reading Academy Cohort Leader TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement a response to intervention program to track student needs. Needs will be analyzed through data-informed instruction (DDI) meetings. Student-specific strategies will be developed during professional learning communities (PLC). Strategy's Expected Result/Impact: Students' instructional needs will be identified and met during Tier 2 and 3 instruction. Staff Responsible for Monitoring: Instructional Coach, Principal 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 - Results Driven Accountability	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 41.6% to 55% by June 2025.

Performance Objective 3: The percentage of 1st-grade students meeting grade-level criteria on the mCLASS assessment will increase from 64% in September 2024 to 75% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: mClass end of year (EOY) assessment

Strategy 1 Details	Reviews			
Strategy 1: First-Grade Teachers will participate in instructional planning days to review student expectations in reading and language arts and plan instruction that is specific to the needs of each of the students. Strategy's Expected Result/Impact: More students will perform at benchmark by the end of the academic school year. Staff Responsible for Monitoring: Reading Coach, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Substitutes for teachers - SCE - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
Strategy 2 Details	Reviews			
Strategy 2: First-grade teachers assigned to Reading Academy will successfully complete the Reading Academy by the end of the 2025 school year. Strategy's Expected Result/Impact: Teachers will understand the science of teaching reading. Staff Responsible for Monitoring: Reading Coach Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 20%			

Strategy 3 Details	Reviews			
Strategy 3: Implement a response to intervention program to track student needs. Needs will be analyzed through data-informed instruction (DDI) meetings. Student-specific strategies will be developed during professional learning communities (PLC). Strategy's Expected Result/Impact: Students' instructional needs will be identified and met during Tier 2 and 3 instruction. Staff Responsible for Monitoring: Reading Coach Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	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 41.6% to 55% by June 2025.

Performance Objective 4: Performance Objective 4

The percentage of 2nd-grade students meeting grade-level criteria on the mCLASS assessment will increase from 53% in October 2024 to 65% by May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Second-grade Teachers will participate in instructional planning days to review student expectations for reading and language arts and plan instruction that is specific to the needs of each of the students. Strategy's Expected Result/Impact: The percentage of second-graders who meet grade-level expectations will increase by the end of the school year. Staff Responsible for Monitoring: Reading Coach, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Substitutes for teachers - SCE - \$1,000	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 41.6% to 55% by June 2025.

Performance Objective 5: Performance Objective 5
The percentage of 3rd-grade students meeting grade level criteria on the mCLASS assessment will increase from 59% in October 2024 to 70% in May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Third-grade Teachers will participate in instructional planning days to review student expectations for reading and language arts and plan instruction that is specific to the needs of each of the students. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 32.8% to 50% by June 2025.

Performance Objective 1: The percentage of PreK students meeting grade level criteria on the CIRCLE assessment in math will increase from 90% in September 2024 to 95% by May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Pre-K Teachers will participate in instructional planning days to review Pre-K guidelines and plan instruction which is specific to the needs of each of the students. Strategy's Expected Result/Impact: The percentage of pre-k students meeting grade-level expectations will increase by the end of the year. Staff Responsible for Monitoring: Math Coach, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Substitutes for teachers - SCE - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 32.8% to 50% by June 2025.

Performance Objective 2: The percentage of K students meeting grade level criteria on the district Math assessment will increase from 58% in September 2024 to 70% by May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Train staff to use cooperative learning structures that will be performed during instructional time. Strategy's Expected Result/Impact: Students will perform using academic vocabulary and apply math concepts through speaking and listening. Teachers will be able to monitor and check for performance. Staff Responsible for Monitoring: Math Coach TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 32.8% to 50% by June 2025.

Performance Objective 3: The percentage of 1st-grade students meeting grade level criteria on the district Math assessment will increase from 50% in October 2024 to 60% by May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Train staff to use cooperative learning structures that will be performed during instructional time. Strategy's Expected Result/Impact: Students will perform using academic vocabulary and apply math concepts through speaking and listening. Teachers will be able to monitor and check for performance. Staff Responsible for Monitoring: Math Interventionist TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 32.8% to 50% by June 2025.

Performance Objective 4: Performance Objective 4

The percentage of 2nd-grade students meeting grade level criteria on the district math assessment will increase from 43% in September 2024 to 56% in May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Second-Grade Teachers will participate in instructional planning days to review student expectations in math and plan instruction that is specific to the needs of each of the students. Strategy's Expected Result/Impact: The percentage of second-graders meeting grade-level expectations will increase by the end of the 23-24 school year. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Substitutes for teachers - SCE - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 32.8% to 50% by June 2025.

Performance Objective 5: Performance Objective 5

The percentage of 3rd-grade students meeting grade level criteria on the district math assessment will increase from 40% in September 2024 to 56% in May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Third-grade teachers will participate in instructional planning days to review student expectations for math and plan instruction that is specific to the needs of each of the students. Strategy's Expected Result/Impact: The percentage of third-graders meeting grade-level expectations will increase by the end of the 23-24 school year. Staff Responsible for Monitoring: Math Coach, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Substitutes for teachers - SCE - \$1,000	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 the end of May 2025, students will cultivate knowledge and increase of CCMR by completing at least one career path each semester in the Xello Career platform.

Strategy 1 Details	Reviews			
Strategy 1: Provide a guest speaker session and activities related to future employment opportunities available to students. Strategy's Expected Result/Impact: Students will learn about possible career paths. Staff Responsible for Monitoring: Parent and Family Involvement Coordinator, Counselor Title I: 4.2 - 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: Performance Objective 2

By May 2025, students will increase their knowledge and awareness of military branches by participating in the Veteran's Day Program and activities and Memorial Day activities.

Strategy 1 Details	Reviews			
Strategy 1: Students will learn about veterans through read alouds and music.	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 3: Performance Objective 3

By May 2025, students will have the opportunity to participate in at least one Career Day per semester, dressing up and learning from guest speakers representing various careers.

Strategy 1 Details	Reviews			
Strategy 1: The campus will host Career Week in the Spring of 2025. Title I: 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, 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.

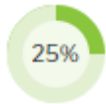
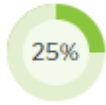
Performance Objective 1: The variety of community and parent engagement activities will include activities from all core subject areas.

Strategy 1 Details	Reviews			
Strategy 1: Effectively plan activities to be monitored by our Parent and Family Engagement Liaison. Strategy's Expected Result/Impact: Increase community engagement Staff Responsible for Monitoring: Parent Involvement Coordinator TEA Priorities: Build a foundation of reading and math	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 percentage of students meeting masters on the 3rd-grade Reading STAAR assessment will increase from 15.8% in May 2024 to 18% by May 2025.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Perform Data-Driven Instruction meetings to identify low-performing standards and plan effective reteaching lessons. Strategy's Expected Result/Impact: Teachers will become more knowledgeable about student needs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Small-group instruction will occur at least 4 times a week. Strategy's Expected Result/Impact: The amount of students performing above grade level will increase. Staff Responsible for Monitoring: Reading Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Campus Administrative Team will conduct scheduled calibrated walks quarterly and provide feedback to teachers. Strategy's Expected Result/Impact: Administrative team members will identify teachers who can provide training on particular strategies for teachers in need, improving practices. Staff Responsible for Monitoring: Assistant Principals, Instructional Coach and Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		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 percentage of students meeting masters on the 3rd grade Math STAAR assessment will increase from 14.3% in May 2024 to 15% by May 2025.

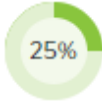
Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of project-based learning activities. Strategy's Expected Result/Impact: Students will apply a higher knowledge of math concepts for each standard. Staff Responsible for Monitoring: Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 3: Performance Objective 3

The percentage of students meeting masters on the 4th grade Reading STAAR assessment will maintain 20% in May 2025 from 25% in May 2024.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with small groups of targeted students within reach of achieving masters.	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 4: Performance Objective 4

The percentage of students meeting masters on the 4th grade Math STAAR assessment will maintain 16% in May 2025 from 25% in May 2024.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide small group instruction to targeted students on borderline of achieving masters. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Performance Objective 5

The percentage of students meeting masters on the 5th grade Reading STAAR assessment will maintain 30% in May 2025 from 33.6% in May 2024.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide small group instruction to targeted students close to achieving masters. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability	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 6: Performance Objective 6

The percentage of students meeting masters on the 5th grade Math STAAR assessment will maintain 27% in May 2025 from 27.1% in May 2024.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide small group tutoring for students close to masters. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Regina-Howell Elementary School

Total SCE Funds: \$101,400.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Additional reading and math materials to provide more hands-on learning for at-risk students along with additional staff for embedded intervention support and after-school tutorials. Instructional Aide to support targeted small group instruction.

Title I

1.1: Comprehensive Needs Assessment

Please see TitleI Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleI Crate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleI Crate for the following documentation.

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

Please see TitleI Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleI Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleI Crate for the following documentation.

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

Please see TitleI Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleI Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleI Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleI Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see TitleI Crate for the following documentation.

Campus Funding Summary

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for teachers		\$1,000.00
1	2	1	Substitute coverage for teachers		\$1,000.00
1	3	1	Substitutes for teachers		\$1,000.00
1	4	1	Substitutes for teachers		\$1,000.00
2	1	1	Substitutes for teachers		\$1,000.00
2	4	1	Substitutes for teachers		\$1,000.00
2	5	1	Substitutes for teachers		\$1,000.00
Sub-Total					\$7,000.00

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