

**Beaumont Independent School District**  
**Early College High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Provide all students with rigorous academic and work-based learning opportunities that encourage and actively support high school and college graduation or entry into the workforce.

## Vision

Through an innovative program that seamlessly integrates rigorous academics, college coursework, and career exploration, Beaumont Early College High School will redefine traditional school experiences and provide a pathway for students to graduate with a high school diploma, workplace qualifications, and the opportunity to attain an Associate degree.

## Value Statement

Kindness

Respect

Responsibility

Integrity

Humanity

Scholarship

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Beaumont Early College High School is a TEA designated College and Career Readiness School Models campus with a current Pathways in Technology designation. We target at-risk, first generation, etc. students to enroll and and engage in dual credit course work with the potential to earn an Associate Degree.

The campus is engaged with all usual stakeholders as well at the dual credit partner, Lamar Institute of Technology, and multiple business partners including, but not limited to BASF, Turner Industries, ExxonMobil, Texas Workforce Commission.

### Demographics Strengths

- Demographics mirror that of the district and city.
- Staff demographics reflect the students and offer Spanish translation for Hispanic families.
- At-Risk percentages decrease with time on the campus.

# Student Learning

## Student Learning Summary

- Students are often two or more years behind grade level in Reading and Math.
- Many students lack the grit and determination to persevere when stress levels increase.
- Though students perform acceptably on state and district assessments (all things considered), their performance in their coursework has largely been abysmal.

## Student Learning Strengths

- EOC STAAR exam passing rates remain higher than the district and in line with or higher than the state.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In the 2023-2024 school year, approximately 22% of students in grades 9-12 lost credit in one or more classes due to failing grades at the end of semester one. **Root Cause:** When students become overwhelmed, they give up. Students become overwhelmed and give up because they do not have the necessary skills to rank, prioritize, and schedule tasks for completion.

# School Processes & Programs

## School Processes & Programs Summary

- Dual credit with Lamar Institute of Technology
- Summer Bridge for incoming 9th grades students - orientation and TSIA2 preparation.
- Title I - increased funds for at-risk students and partnership with parents to promote student academic success.
- Family - small group Social-Emotional Learning time during the school day.
- Path College Career classes - students enroll in each grade level and focus on current academic success as well as college and career readiness.
- Club - extra-curricular activities made available during the school day.

## School Processes & Programs Strengths

- Beaumont ECHS has a strong team of faculty and staff composed of veteran teachers and professionals that care deeply about the best interest of its students. Because of their dedication and effective strategies, the impact student gaps are mitigated and staff work hard to reduce the gaps.
- The campus mentor/advisory/SEL time is scheduled into each school day in order for students to receive peer tutoring, peer and teacher mentoring, and instruction in Social Emotional Learning (SEL). SEL instruction provides students the opportunity to develop interpersonal and conflict resolution skills.
- Due to transportation challenges on the part of our students and their parents, academic and behavior interventions are scheduled into the school day using remediation classes and intervention during the schedule extracurricular time. After school tutorials are also offered and regularly attended.

# Perceptions

## Perceptions Summary

Over the first four years as a new campus, staff and students have worked hard to develop traditions to be proud of. Beaumont ECHS has also continued to deepen the use of the Positive Behavior Intervention System (PBIS) initiated by the district and has seen a reduction in behavior incidents for the individual students that were placed on intervention. A concern is the lack of parent involvement on campus, both as engaged volunteers and simply attendees at events and meetings. Even with the added convenience of Zoom meetings, few parents engaged with the campus during scheduled activities.

In the most recent four years, there has been a doubling of parent attendance at the monthly meetings and parent engagement events. This has proven to be an increase in parent involvement, but it is not a complete picture of WHO needs the information shared at the meetings the most. Parents of students that are performing poorly generally do not come to parent engagement opportunities.

## Perceptions Strengths

- Staff and students generally report a "family feel" on the campus. This encourages relationship building and leads to a high level of trust that encourages student to go to adults with concerns, problems and/or struggles they are having.
- Students and staff have worked to kick off several new campus traditions such as Homecoming, Prom, Pep-rallies, etc. Students and parents have given positive feedback regarding these additions.
- Beaumont ECHS works in partnership with the Lamar Institute of Technology as it pertains to dual credit course offerings, an established Advisory Board of industry leaders as it pertains to work-based learning, and is starting a relationship with Lamar University to develop 2X2 plans that will lead students from their first two years of college with BECHS into the final two years for completion of a Bachelor's Degree.

# Priority Problem Statements

**Problem Statement 1:** In the 2023-2024 school year, approximately 22% of students in grades 9-12 lost credit in one or more classes due to failing grades at the end of semester one.

**Root Cause 1:** When students become overwhelmed, they give up. Students become overwhelmed and give up because they do not have the necessary skills to rank, prioritize, and schedule tasks for completion.

**Problem Statement 1 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
- 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
- Accountability Distinction Designations
- RDA data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

## **Student Data: Student Groups**

- Economically disadvantaged / Non-economically disadvantaged performance 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure 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 16% to 55% by June 2025.

**Performance Objective 1:** By November 2024, BECHS will review the incentivized reading program for overall participation and effectiveness in encouraging 70% or more of the enrolled students to engage in academic and pleasure reading.





**Evaluation Data Sources:** Participation in the incentivized reading program

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By November 2024, BECHS will determine if there is a diagnostic measure available to the campus that can measure student performance in reading comprehension.  <b>Strategy's Expected Result/Impact:</b> Determine the effectiveness of the prior year's reading incentive program. <b>Staff Responsible for Monitoring:</b> Principal Reading program committee  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture	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 11% to 50% by June 2025.

**Performance Objective 1:** By May 2025, Algebra I EOC scores will increase in Meets from 45% to 50%.

**Evaluation Data Sources:** Algebra I EOC score report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct individual student growth planning meetings that focus students in on prior performance as it relates to potential growth in the current school year. Students will work with the teacher to set growth goals for the Algebra I EOC. <b>Strategy's Expected Result/Impact:</b> Including the student in targeted growth plans will increase ownership of individual improvement which is expected to increase overall performance as well. <b>Staff Responsible for Monitoring:</b> Algebra I Teacher and Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Math team and Math PLCs will focus on Lead4ward resources to analyze current and past data in order to identify particular TEKS/objectives that need to be focused on. <b>Strategy's Expected Result/Impact:</b> Identifying and focusing on high frequency items should result in improved performance in high yield areas of the content. <b>Staff Responsible for Monitoring:</b> Algebra I teacher, Math department, principal	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 August 2024, 100% of students (maintaining 100% from prior year) that have not met standard on TSIA2, and are delayed in doing so, will be enrolled in a Development Math and/or English class.

**HB3 Goal**

**Evaluation Data Sources:** Student rosters  
TSIA2 test scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Beaumont ECHS will review current student test scores and student schedules to determine who should be enrolled in the course in the fall and who should be enrolled in the course in the spring.  <b>Strategy's Expected Result/Impact:</b> Students will have an added opportunity to receive the needed exemption in the event he/she has not passed TSIA2. This will ultimately result in more students staying on track with their degree plan by taking the needed dual credit courses. Dual credit coursework in one way of earning a CCMR point.  <b>Staff Responsible for Monitoring:</b> Principal and counselor  <b>TEA Priorities:</b> Connect high school to career and college  <b>Funding Sources:</b> - Local Funds	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></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

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





**Performance Objective 2:** By May 2025, 100% of students will continue to access work-based learning experiences that provide insight into the careers that interest them.

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

**Performance Objective 1:** By May 2025, Beaumont ECHS will have increased parent attendance at the monthly scheduled Title I parent engagement activities from an average of 5 to an average of 25, excluding Goals Night.

**Evaluation Data Sources:** Prior year attendance and scheduling efforts  
Current year attendance and scheduling efforts

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Beaumont ECHS will host monthly parent meetings that have a different academic theme each time. For example, one meeting will be focused on guiding parents and students through the process of completing FAFSA/TAFA. <b>Strategy's Expected Result/Impact:</b> As parental understanding of educational processes deepen, the support they can offer their students will become more effective and far-reaching. <b>Staff Responsible for Monitoring:</b> Principal and parent liaison	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Beaumont ECHS will host grade level parent meetings at the start of the school year in order to help parents focus on what is relevant for their students at their current grade (e.g. 9th grade focus on transition to high school and passing TSIA2, 10th grade selection of pathway, 11th grade test prep and career exploration, 12th grade post secondary planning and graduation). <b>Strategy's Expected Result/Impact:</b> If parents know at the beginning of the year (and maybe even have a checklist) what the expectations are for the students, they can partner with the school to better monitor progress. <b>Staff Responsible for Monitoring:</b> Principal Parent liaison Counselor PCC teachers  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Beaumont ECHS will host two campus-wide events focused on student academic success (e.g. STAAR trivia night in which the school hosts a trivia competition for staff, parents, and students form teams to compete using STAAR released questions for parents to see what each student is up against).  <b>Strategy's Expected Result/Impact:</b> If parents understand the level of difficulty of the questions students are faced with it will create more of a sense of urgency to complete school work for preparation and ensure proper care of the student before testing (i.e. timely arrival to the test, eating a good meal before, etc.)  <b>Staff Responsible for Monitoring:</b> Principal Parent liaison STAAR teacher team  <b>Title I:</b> 4.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Beaumont ECHS will increase its capacity to host parent meetings and student programs with improvements to the audio/video equipment in the auditorium, cafeteria, and conference room and translation equipment.  <b>Strategy's Expected Result/Impact:</b> Better informed parents are better able to assist their students.  <b>Staff Responsible for Monitoring:</b> Principal and principal's secretary  <b>Title I:</b> 4.1  <b>Funding Sources:</b> Equipment purchase - Title I, Part A - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 1:** By May 2025, Beaumont ECHS will decrease the number of students that lose credit for a class due to failing grades by 10%, from 25% to 15%.

**Evaluation Data Sources:** Student failure reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Beaumont ECHS will evaluate current strategies taught in PCC classes as they pertain to time management, organization, and prioritization of tasks. <b>Strategy's Expected Result/Impact:</b> Evaluation of current strategies should highlight areas where improvement of or creation of curriculum is needed. <b>Staff Responsible for Monitoring:</b> Principal PCC teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Beaumont ECHS will utilize the data that was gathered during the above mentioned evaluation to make needed adjustments/additions to the curriculum for the course at all grade levels, especially 9th grade. <b>Strategy's Expected Result/Impact:</b> Review of the data will help to determine where the curricular weaknesses are. From there the campus should be able to develop new strategies to assist students. <b>Staff Responsible for Monitoring:</b> Principal PCC teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Beaumont ECHS will further revise the Family progress monitoring system to include tracking of student progress in both progress report grades and report card grades. <b>Strategy's Expected Result/Impact:</b> Family teachers will watch their set of 20 students to ensure parent contact and monitoring is in place. <b>Staff Responsible for Monitoring:</b> Family teachers  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> BECHS will offer tutorials to all students Monday - Thursday to provide an opportunity for individualized instruction, time to complete assignments, opportunities for retesting, etc. <b>Strategy's Expected Result/Impact:</b> Students are less likely to fail coursework if they have the ability to receive regularly scheduled assistance from teachers on campus. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Place an interactive learning panel in each classroom to increase the number of instructional strategies that are engaging and interactive for learners. <b>Strategy's Expected Result/Impact:</b> Engaging instructional strategies are proven to increase student learning and achievement. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide funding and opportunities for staff to attend professional development. <b>Strategy's Expected Result/Impact:</b> Continue learning and using instructional strategies that increase student engagement.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

# Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Equipment purchase		\$20,000.00
Sub-Total					\$20,000.00

# 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