

Beaumont Independent School District
West Brook High School
2024-2025 Campus Improvement Plan



Mission Statement

West Brook High School will graduate skilled, lifelong learners who are and can inspire others to be respected, productive citizens. We ensure the students we promote have mastered the prerequisites necessary for success at the next level of endeavor. We will accomplish the goal by providing a relevant, diverse, and challenging curriculum taught by an effective cooperative staff in a supportive safe environment.

Vision

In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

Core Beliefs

Core Beliefs:

1. **All children can and will learn.** Beaumont ISD will prioritize effective, engaging instruction aligned with a challenging curriculum for all students.
2. **We can achieve higher levels of performance within every facet of our organization.** Beaumont ISD will promote high expectations for all students and staff members, clearly defined district goals and strategically aligned resources.
3. **Every classroom should have an effective teacher and every school should have an effective principal.** Beaumont ISD will recruit, develop and retain highly effective teachers and administrators.
4. **All school and work environments should be safe, secure and supportive.** Beaumont ISD will ensure that learning and work environments are safe, secure and supportive in order for all students and staff to achieve high levels of performance.
5. **In order to prepare our next generation to become responsible citizens, we should work collaboratively with our families and community partners.** BISD will actively collaborate with families and community partners to maximize opportunities for the success of our students.
6. **We should be fiscally responsible and accountable to the public.** BISD will implement financial procedures and internal controls to ensure fiscal responsibility.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Brook High School serves grades 9-12 in Beaumont ISD. WBHS enrollment increased by 1% for the 2024-25 school year and is currently 2,239 students. West Brook High School enrollment continues to experience minimal enrollment shifts in our student demographic groups. Currently, the campus demographics are:

- 52.12% - African American
- 24.83% - Hispanic
- 13.71% - White
- 5.98% - Asian
- 2.86% - Two or More Races
 - 50.33% - Male
 - 49.66% - Female

West Brook High School student categories include:

- 76.8% of students participate in Career and Technical Education courses
- 42% of students identified as Economically Disadvantaged
- 37% of students identified as At-Risk
- 19.5% of students identified as English Language Learners
- 9.9% of students identified as Special Education
- 9% of students identified as Gifted and Talented

Demographics Strengths

A factor that contributes to West Brook's success is the diversity that exists within the student body and faculty/staff, both ethnically and socioeconomically. When student leaders were polled about something they loved about West Brook, they responded "It's diversity". The culture of the school both embraces and celebrates differences. West Brook High School has over fifty-two active student clubs & organizations, students participate in twenty-three U.I.L. events, Jr. Leadership of Beaumont, Youth Leadership Southeast Texas (YLSET), Judicial Academy, and Chick-fil-A Academy. Many of these clubs represent the diversity of the campus and share attributes that distinguish them from other groups such as traditions, language, history, society, culture, and religion.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are not meeting District expectations on earning College, Career, Military Readiness (CCMR) points before graduation date. **Root Cause:** All stakeholders (students, parents, staff, and community) need to be educated on the impact and significance and benefits the student earning his/her CCMR point well before expected graduation.

Student Learning

Student Learning Summary

Based on the 2024 STAAR EOC results when compared to the 2023 STAAR EOC results, the data indicates:

- there was a decrease in Approaches (-5%), no change in Meets and Masters for RLA
- there was an increase in Approaches (+2%), Meets (+1%), and a decrease in Masters (-3%) for Biology
- there was a decrease in Approaches (-2%), Meets (-13%), and Masters (-16%) for U.S. History
- there was a decrease in Approaches (-7%), Meets (-3%), and Masters (-3%) for Algebra I

Student Learning Strengths

- Maintained Meets (50%) and Masters (8%) in RLA.
- Increase in the number of students scoring at Meets on Biology.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 50% of students taking RLA (English 1 & English 2 combined) STAAR EOC scored at Meets grade level and 8% of students taking RLA (English 1 & English 2 combined) STAAR EOC scored at Masters grade level. **Root Cause:** Students have learning gaps in reading comprehension and are reading multiple years below grade level.

Problem Statement 2 (Prioritized): 20% of students taking Algebra I STAAR EOC scored at Meets grade level and 5% of students taking Algebra I STAAR EOC scored at Masters grade level. **Root Cause:** Algebra I teachers did not implement DESMOS with fidelity.

School Processes & Programs

School Processes & Programs Summary

Curriculum

At West Brook High School there is a strong emphasis on curriculum. Our campus strives to cover all relevant TEKS and supports success in STAAR testing and career readiness. Curriculum writing teams strive to ensure that the curriculum is aligned and scaffolded. We collaborate as a faculty to ensure student success. Our teachers regularly hold tutorials before and after school. Data is collected from district assessments in order to identify students who need additional assistance. These assessments are properly aligned to all TEKS. Our district offers special education, gifted & talented, and 504 programs with adequate staffing for students who qualify.

Our College, Career, and Military Readiness (CCMR) Counselor schedules trade school, college, and military representative visits to provide our students with relevant career planning information.

Procedures

West Brook High School has procedures and policies in place that ensure that the school operates efficiently. After-school and morning duty stations are communicated and well-planned. Administrators provide accountability that ensures student safety. PLCs are conducted and agendas are very organized and run effectively by the campus instructional coaches and campus administrators. Communication within departments is facilitated by department heads who work closely with assistant principals who are assigned content areas to ensure information is disseminated efficiently.

Our school screens all students in the morning via the Evolv metal detector system to protect our students from potential threats. Visitors entering the campus at the front door are scanned by a security guard before entering the campus as well. Our extracurricular clubs and organizations provide diverse opportunities to a large audience. We have over 60 clubs and organizations sponsored by faculty and staff that our students can participate in.

Technology

West Brook High School provides technology to our students in a way that enhances their learning experience. Currently, West Brook has enough devices on campus so that every student has access to a Chromebook. Additionally, every teacher has been given a laptop for instructional purposes. Each teachers has access to document cameras that can be used in conjunction with Newline Panel or projector. Teachers are able to record lessons and have videos uploaded in their Google Classroom in order to give students access to lessons away from the classroom.

School Processes & Programs Strengths

Over all the systems and process that have been put in place at West Brook have had a positive impact on the climate and culture of campus. This include but are not limited to:

- Communication is consistent with "Bruin Briefs" from the Principal; the Student Activities Director sends out regular updates on campus events via email and social media; updates from the District are disseminated to staff via Department Assistant Principals and District Supervisors.
- The current restroom policy and Tardy calculator system has proven to be very effective with getting students to class on time and keeping students in class during instructional time. This is due largely in part to staff holding students accountable to expectations set during class meetings at the beginning of the year.
- By May 2025 significant progress will be made to ensure each classroom has an interactive Newline Panel.
- Campus Security plan which includes the Assistant Principal Hall Duty Rotation schedule.
- Discipline Referrals being processed by Assistant Principals in a timely manner.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The number of tardy discipline referrals increased drastically after the implementation of Tardy Calculator in November of 2023. **Root Cause:** Implementation of Tardy Calculator occurred in the middle of the semester and expectations were not clearly communicated to students, staff or parents.

Problem Statement 2: Discipline across the campus is not enforced consistently by campus leaders. **Root Cause:** Student consequences for discipline are occasionally rendered inconsistently due time constraints.

Perceptions

Perceptions Summary

Family and community engagement is an essential component of student achievement that can be easily overlooked when reviewing campus data. After surveying teachers, parents, and community members West Brook High School made continued efforts to include family and community members in the success of all students. However, through that continued communication, there were some areas that needed to be addressed in order to create stronger bonds between all stakeholders.

Many parents expressed excitement about the different events that we have continued to host such as the quarterly Coffees with Principal Phillips. The coffee is held both on campus and via Zoom so parents can attend the meeting format that is most convenient for them. In addition to a student-athlete signing day, we have added, a scholarship awards program, decision day signing, and student club-sponsored events. Our community business partners always lend a hand to assist with support for our campus. However, teachers noted that many parents do not attend the events. When asked, parents overwhelmingly stated that there was not enough advanced notice or the event did not address their specific need. For example, many felt the campus administrator was doing a great job, therefore they did not need to attend the Coffee with Principal Phillips. If their child has no academic or behavioral issues, the parent will opt out of Goals Night.

In order to make our events more effective, we can survey parents during the school year on what topics or areas of interest are for them and advertise those events earlier and more aggressively in order for parents to be able to make plans to attend. Finally, provide more detailed information through our multiple social media outlets about the agenda and purpose of each event. By providing the information on social media outlets, parents and community members can translate the information into any language with ease in addition to providing the information using flyers and letters translated in English and Spanish. The campus has purchased Spanish translator devices for stakeholders who may not be English-speaking. Finally, we can encourage more parents to be involved in our site-based planning committee (CEIC) and PTA. This will give the campus another outlet for parents to express which topics or events would garner more parent and community participation.

Perceptions Strengths

West Brook High School overall has great programs and events in which parents are invited to be involved in improving student achievement. Every parent expressed they feel safe on campus and have confidence in the school's effectiveness in educating their child. As a whole, faculty and staff feel safe on campus. Teachers are willing to take more of a leadership role to make safety guidelines and procedures effective and all rules are followed. As a campus, we are moving in the right direction in forging a positive bond with our family, community, and staff. Other strengths noted but not limited to:

- Behavior and Wellness interventionist programs
- Clean campus
- Positive interactions with students
- Accessible Administrators
- Social Emotional Learning (SEL) checks with students
- Quality of teachers and staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The building is too easily accessible to the public. **Root Cause:** Lack of a security vestibule at main entrance and fortress fencing at band hall and cafeteria patios allows unauthorized visitors to access campus without permission.

Priority Problem Statements

Problem Statement 1: 50% of students taking RLA (English 1 & English 2 combined) STAAR EOC scored at Meets grade level and 8% of students taking RLA (English 1 & English 2 combined) STAAR EOC scored at Masters grade level.

Root Cause 1: Students have learning gaps in reading comprehension and are reading multiple years below grade level.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 20% of students taking Algebra I STAAR EOC scored at Meets grade level and 5% of students taking Algebra I STAAR EOC scored at Masters grade level.

Root Cause 2: Algebra I teachers did not implement DESMOS with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are not meeting District expectations on earning College, Career, Military Readiness (CCMR) points before graduation date.

Root Cause 3: All stakeholders (students, parents, staff, and community) need to be educated on the impact and significance and benefits the student earning his/her CCMR point well before expected graduation.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The building is too easily accessible to the public.

Root Cause 4: Lack of a security vestibule at main entrance and fortress fencing at band hall and cafeteria patios allows unauthorized visitors to access campus without permission.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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 End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

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: West Brook students will help enhance the third-grade scores at our elementary feeder schools by offering literacy support through the Youth Leadership of Southeast Texas (YLSET) and the National Honor Society (NHS).

High Priority

HB3 Goal

Evaluation Data Sources: 2023-2024 STAAR Data; District EOC assessments; Lead4ward raw score conversation table

Strategy 1 Details	Reviews			
Strategy 1: West Brook will recruit students who are members of YLSET and NHS to participate in tutoring opportunities. Strategy's Expected Result/Impact: Increase in the number of third-grade students performing at "Meets" or "Masters" standard on STAAR Reading assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, Sponsors of student organizations TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 1: West Brook students will help enhance the third-grade scores at our elementary feeder schools by offering math tutoring support through the Youth Leadership of Southeast Texas (YLSET) and the National Honor Society (NHS).

High Priority

HB3 Goal

Evaluation Data Sources: 2023-2024 STAAR Data; District EOC assessments; Lead4ward raw score conversation table

Strategy 1 Details	Reviews			
Strategy 1: West Brook will recruit students who are members of YLSET and NHS to participate in tutoring opportunities. Strategy's Expected Result/Impact: Increase in the number of third-grade students performing at "Meets" or "Masters" standard on STAAR Math assessment. Staff Responsible for Monitoring: Principal, Assistant Principals, Sponsors of student organizations TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 65% by August 2025.

Performance Objective 1: By May 2025, the percentage of students obtaining their CCMR points will increase from 56% in 2024 to 65% in 2025.

High Priority

HB3 Goal

Evaluation Data Sources: District data

Strategy 1 Details	Reviews			
Strategy 1: Juniors will complete Texas College Bridge weekly in English III and Alg II classes before taking the TSIA2 Assessment in Spring 2025. Strategy's Expected Result/Impact: Students will be prepared to pass the TSIA2 assessment before entering their senior year. Staff Responsible for Monitoring: Campus Administration; Instructional Coaches; Department heads; Teachers 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	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 65% by August 2025.

Performance Objective 2: By May 2025, the percentage of students participating in AP exams will increase from 80% in Spring 2024 to 100% in Spring 2025

Evaluation Data Sources: College Board AP Exam results

Strategy 1 Details	Reviews			
Strategy 1: Work with the National Math Science Initiative (NMSI) to increase enrollment of students into advanced placement (AP) courses; provide continued professional development and resources to instructors who teach AP courses; work with the District's AP Coordinator to coach teachers on best practices and expectations. Strategy's Expected Result/Impact: All students enrolled in AP courses will sit for their AP exams Staff Responsible for Monitoring: Campus Administration; Instructional Coaches; Department heads; Teachers, District AP Coordinator TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	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 65% by August 2025.

Performance Objective 3: By May 2025, the percentage of students who complete an AP exam will successfully score a 3 or higher will increase from 33% in 2024 to 40% in 2025.

Evaluation Data Sources: College Board AP Exam results

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, West Brook HS will have increased parent attendance at the monthly scheduled Title I engagement activities from an average of .05% (10)to 1.5% (35).

Evaluation Data Sources: Sign-in sheets from Parent Involvement Activities (prior year vs. current year)

Strategy 1 Details		Reviews			
Strategy 1: West Brook High School will be hosting a series of monthly parent meetings, each centered around a distinct academic theme. For instance, one of these meetings will specifically address the needs of parents with senior students, providing comprehensive guidance on the various preparations necessary for their child's final year of high school. Strategy's Expected Result/Impact: As parental understanding of the educational process deepens, the support parents can offer their students will become more effective. Staff Responsible for Monitoring: Parent Involvement Liaison; Campus Administration; Student Activities Director; Communities In Schools Facilitator Title I: 4.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

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

Performance Objective 2: By May 2025, West Brook HS will increase the number of positive social media posts from 3 per week to 6 per week.

Evaluation Data Sources: Social media analytics

Strategy 1 Details	Reviews			
Strategy 1: West Brook HS staff will submit to the Student Activities Director appropriate social media "blurps" from classroom activities, extra-curricular activities, student organizations, etc. to be posted daily on the campus social media accounts. Strategy's Expected Result/Impact: Increased positive interactions on social media Staff Responsible for Monitoring: Campus Administration Student Activities Director; Teachers/Sponsors TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 5: The district will increase the number of A-rated or B-rated schools across the district from 34% to 50% by 2025.

Performance Objective 1: By May 2025 West Brook HS will increase the number of students that gain initial credit to 90% from 85% in 2024.

High Priority

Evaluation Data Sources: TEAMS/ PEIMS Reports; failure reports

Strategy 1 Details	Reviews			
Strategy 1: Place an interactive learning panel in each core classroom to increase the number of instructional strategies that are engaging and interactive for learners. Strategy's Expected Result/Impact: Engaging instructional strategies that increase student learning and achievement Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide funding and opportunities for staff to attend professional development Strategy's Expected Result/Impact: Continual learning and using best instructional practices that increase student engagement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: The district will increase the number of A-rated or B-rated schools across the district from 34% to 50% by 2025.

Performance Objective 2: By December 2024, the number of vacant campus teaching positions will be reduced to 5 or less.

Evaluation Data Sources: Staff report from Human Resource

Strategy 1 Details	Reviews			
Strategy 1: Recruit certified teachers from universities and teacher preparation programs. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will work closely with the HR department to fill vacancies as they arise. Strategy's Expected Result/Impact: Decrease in teaching vacancies; increase in teacher retainment Staff Responsible for Monitoring: Human Resources Department; Campus Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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