

Beaumont United High School
School Improvement Turnaround Plan (TAP)

1. What is your School Improvement strategy?

Beaumont United's school improvement strategy is Instructional Leadership development through Relay, an Instructional Leadership Pathway provider.

4.1 Daily use of high-quality instructional materials

Beaumont United High School Teachers have access to and use high-quality instructional materials that are aligned to research-based instructional strategies that meet the needs of all students. These materials are for Math-Big Ideas, English- HMH, Science - McGraw-Hill, Social Studies-Savvas, and CTE- ICEV. These materials fully cover state standards. District curriculum coordinators and campus leaders provide training to support teachers' implementation of instruction through internalization protocols, weekly planning meetings, and feedback from walkthroughs.

- Campus leaders regularly monitor the usage and implementation of adopted materials as designed.
- Teachers use HQIM to map out lessons. Lesson plan internalization happens each Tuesday, and teachers script their Model-Teach on Thursdays.
- Teachers use the assessment calendar to plan data meetings.

5.1 Effective classroom routines and instructional strategies

Beaumont United High School has established expectations and routines for behavior management, classroom culture, and objective-driven lessons. There is a need to continue to maximize instructional time and engage all students in classroom activities. Ongoing professional development is needed as teachers develop practices to engage all students in learning activities, actively monitor student understandings, and address gaps in student learning.

- Professional Development and Summer Bridge for Coaches and Department Leads
 - The Summer Bridge for the coaches and department leads took place from July 28 through July 30, 2025, at the Beaumont United campus in the library.
 - During the Summer Bridge Professional Development, a variety of topics were reviewed, such as roles and responsibilities, teacher and student expectations, data-driven instruction, data collection, disaggregation, and tracking by students and instructional leaders.
- The campus began calibrated training for the 2025-2026 school year in August for TTESS observations facilitated by the district Curriculum and Instruction department, where the entire administrative team participated in the workshop.
- The campus professional development calendar is internationally designed with campus goals, to build teacher capacity, and provide timely, ongoing support that drives improved instruction and student outcomes.
- Teachers are trained to use exit ticket trackers to gather real-time data and adjust instruction for improved student learning.

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- Campus leaders meet briefly each day to align on priorities, review urgent issues, and coordinate support, ensuring consistent communication and effective execution of campus goals.

5.2 Build Teacher Capacity through observation and feedback cycles

Beaumont United High School has created a system to build the capacity of its campus instructional leaders by using the See It, Name It, Do It Framework as a model, as well as Opportunity Culture. The implementation of the Opportunity Culture (OC) model is a powerful strategy for Beaumont United High School to achieve rapid and substantial school improvement, mirroring the documented success in Ector County ISD (ECISD). ECISD, faced with 16 schools receiving an 'F' rating and a massive teacher shortage (350 vacancies), used Opportunity Culture to dramatically turn the district around. Academic Gains: The district saw high school students considered post-secondary ready jump from 56% to 93% and achieved its highest graduation rate in 23 years. These results were significant enough to earn recognition from Harvard and Stanford for gains in math and reading. Leaders are capturing trends and teacher progressions through the use of tools such as School Mint Grow. Teachers are on a tiered level of support that is based on teacher performance and the impact on student performance results. Instructional leaders follow up with teachers using the observational feedback tool provided by their VIP Partner RELAY. Instructional leaders and academic coaches use the Get Better Faster Scope and Sequence to land on high-leverage action steps that can be modeled and tracked in SchoolMint Grow.

- The campus leadership team performs weekly calibrated walks to observe and track the level of teacher implementation of teaching practices.
- Partnership with consultants to build teacher capacity through observation and feedback
 - In 2023 and during the current school year, the campus partnered with Relay. In the 2023 and 2024 school year, we utilized an additional partner, Juve Leadership Wellness. For the 205-2026 school year, Beaumont United will utilize technical support through Relay. Building teacher capacity through observation and feedback begins with creating a culture of collaboration and continuous improvement. With the assistance of Relay, supporting engagement in regular classroom visits, leaders and peers can provide teachers with meaningful insights into instructional practices. Feedback provided through their technical assistance serves as an essential tool for reflection, helping teachers identify strengths and areas for growth. When observations are paired with constructive dialogue, teachers gain opportunities to refine strategies, enhance student engagement, and strengthen overall instructional effectiveness.
- Content Coaches provide instructional support and coaching through the Opportunity Culture coaching model.
 - Anetra Cheatham, Assistant Superintendent, is Relay GSE trained and is coaching the principal, who is an 8-year veteran.
 - The Curriculum and Instruction department holds monthly training sessions with instructional leaders, including math and reading content-specific coaches, on effective instructional practices to build capacity in teachers.

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- Relay also provides additional support for campus leaders, which indirectly helps support the coaching staff through observations and feedback.
- For the current 2025-2026 school year, Beaumont United is utilizing the Opportunity Culture Model, which incentivizes high-quality instructional leaders to support less experienced teachers through the use of stipends. Multi-classroom Leaders (MCL) support Master Team Reach Teachers (MTRT) through coaching cycles, modeling, observations, and feedback.
- Implementation of Coaching and Feedback Model Student Leadership Development. At Beaumont United, students have numerous opportunities to grow as leaders. Through strong partnerships and campus involvement, our Timberwolves are building skills that prepare them for success beyond high school.
- Tanya Castelan Realty Group provides an in-depth workshop focused on real-world skills and professional readiness.
- Genesis Salon partners with us monthly to mentor young ladies on confidence, professionalism, and community impact.
- Chick-fil-A Leader Academy offers sophomores the chance to develop servant leadership through hands-on projects.

Additionally, student organizations across campus encourage members to properly run meetings, create agendas, and collaborate with sponsors—skills that foster responsibility, teamwork, and leadership.

2. How does this strategy align with the cause of the campus's federal identification and/or state rating?

- The strategies align with the Essential Actions the campus selected to prioritize.
 - EA 4.1: Daily use of high-quality instructional materials
 - EA 5.2: Build teacher capacity through observation and feedback cycles

Phase 1: Planning, Training, and System Setup (July 2025 - September 2025)

- July 28-30, 2025: Summer Bridge: [Opportunity Culture Training](#)
- District Monthly Coaches Meetings: [September 4, 2025](#)
 - Defined expectations for the focus of WPM and to plan for the delivery of high-quality instruction using a District-modified Relay WPM Protocol Document
 - Practice Clinics: Coaches practice WPMs with colleagues and give feedback on the facilitation of the meeting.

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- Reviewed Domain III 2025 performance using longitudinal data from 2023 and discussed goals for 2026 STAAR around TEA set Interim Targets up to the 2027-2028 school year.
- August 27, 2025: Win One Pager Overview: Conduct data review of state assessment results for Domain III
- August 2025: Algebra 1 began conducting Weekly Planning Meetings and Weekly Data Meetings on campus, designated Tuesdays and Thursdays. The team is intentionally focusing on unpacking the standards in planning sessions so that student learning is positively impacted. In the planning meeting process, instructional leaders such as Multi-Classroom Teacher, Multi-Team Reach Teacher, and Content Leads conduct follow-up calibrated walks to capture the execution of the targeted actions assigned to the teachers.
- The team is assigned action steps based on the trends seen on calibrated walks.
- September 2025: BOY screeners for Algebra I and English II using the IXL Platform
- September 10, 2025: Relay Campus Site Visit #1 with a targeted focus on calibrated walks and feedback
- September 18, 2025: [Practice Clinic Script](#) based on the feedback received from the RELAY site visit.
- September 23, 2025: Relay Campus Site Visit #2 with a targeted focus on WPM
- September 2025 MCL and MTRT work in collaboration with the English I and English II instructional team in creating a DDI-informed curriculum focused on readiness and supporting TEKS/Skills for spiraling.
- English I and II host Large group co-teach sessions utilizing best practices in literacy instruction; concurrently, facilitate targeted small group instruction based upon BOY and formative assessments data. Sessions will commence in the Fall and Spring.
- Strategically structure student data meetings and student goal setting with normed data-tracking tools crossing content areas.
- English I and English II collaborate with the social studies department, focusing on student writing samples with express attention to SCR and ECR; strategically normed protocols through WPMs.
- The English department will collaborate with the English district supervisor and CCMR campus coordinator to monitor student progress and provide strategic feedback for refinement in the following areas: College Bridge, TSIA, IXL, K12-Summit, and EOC preparation.
- Establish **weekly WPMs** focused on lesson internalization, formative assessment review, and student outcomes.
- Conduct **biweekly instructional walkthroughs and coaching sessions** aligned to HQIM look-fors.
- Launch interventions or enrichment during the advisory period based on students' performance on the 2025 STAAR for 8th Math and Reading, Algebra I EOC, and English I and II.
- Deliver additional PD sessions for teachers serving ELs, SPED, and at-risk students during WPMs and monthly faculty meetings.

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Get Better Faster Alignment: Phase 2 > Academic Monitoring 101 > Gather data while monitoring and prepare to respond

Set Up for Success:	Prepare: student data tracker, access to Eduphoria, pacing calendar with major assessment(s) dates, DDI protocol(s)
See it:	<p>It is our goal to have all students make growth for the 25-26 school year.</p> <p>Therefore, we have to know where students currently are so we know where we're going.</p> <p>Today, I want to dive into how to intentionally and strategically track student data.</p> <p>What are some benefits of the student data tracker?</p> <p>How could this be utilized in lesson internalization and lesson planning?</p> <p>What are some key considerations you can immediately tell?</p> <p>Wondering: How are you currently utilizing student data to inform your instructional decisions? How are you tracking student data?</p>
Name it:	Based on what we have discussed, what should our action step be? What is a reasonable timeframe for completion? What are you going to do with it once completed?
Do It:	Log into Eduphoria and begin completing student data trackers for each class period. Complete all required information aligned to the KEY.
Next Steps:	Planning for small group instruction, tutorials, and strategic student groupings for class work

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Phase 2: Initial Implementation and Feedback (October 2025 - December 2025)

- October: Systems will be in full implementation. A bi-weekly instructional leadership meeting will occur to monitor the effectiveness of systems in place.
- November: Supporting Retesters
 - MCLs for both Algebra and English will create a remediation plan for December retesters and submit the plan for approval to the principal.
 - District Math and Reading Secondary Supervisors will assist in the implementation and monitoring the effectiveness of the plan by conducting walk-throughs, providing feedback, giving direct support to students, and supporting teachers delivering instruction.
- Conduct MOY data review using IXL universal screeners and benchmark assessments.
- Adjust Tier 1 instruction and Tier 2 intervention groups based on progress monitoring.
- Administrators will conduct 30-minute Practice Clinics to support teachers in quickly learning and practicing a specific instructional skill based on trends identified in walkthroughs. Below is the structure of the practice clinic.

Context	The administrator will share walkthrough data (briefly) and why this matters
Objective	The administrator will clearly state the objective.
See It 5 min	Build a shared vision of effective practice by the administrator modeling the skill.
Name It 3 min	Identify the key moves and success criteria
Do It 12 min	Practice skill with coaching and feedback 1) Divide into triads: teacher, students, coach /observer 2) Use a real lesson segment that teachers will teach within the next week. 3) Practice for 5 minutes → Feedback for 3 minutes → Repeat
Reflect 2 min	Plan for classroom transfer and next steps <ul style="list-style-type: none"> ● How will I use this strategy in my next lesson? ● What specific lesson or date will the teacher use the strategy? ● How will I know if it was effective? Student evidence

Phase 3: Refinement and Deeper Integration (January 2026 - May 2026)

- Increase coaching frequency for teachers identified as needing intensive support.
- January - April 2026: full implementation with cycles for reflection and continuous improvement by campus leadership.

3. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy.

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- Coaching and Feedback Cycles- Levels of Implementation
- Check-ins
- The strategies will be monitored by analyzing benchmarks, student and teacher data, student attendance, and discipline records.

Choose two or three milestones in what you are monitoring. How are we tracking progress and addressing poor performance? How does the performance management plan roll all the way up to the superintendent?

Each advisory group was created to target specific students' academic supports to ensure all students are prepared for success on STAAR/EOC exams, TSIA, TELPAS, and postsecondary pathways. Students will engage in differentiated learning activities based on their grade level, academic needs, and graduation requirements.

- 9th graders are enrolled in IXL for Algebra I and English I to build foundational math and reading skills to prepare for Algebra I and English I STAAR/ EOC.
- 10th graders are enrolled in IXL to strengthen core academic skills and close gaps for future STAAR and TSIA readiness.
- 11th graders are enrolled in TSIA College Prep in Edgenuity to prepare students for the TSIA exam and meet college readiness benchmarks for dual credit, CTE, and graduation pathways.
- 12th graders are enrolled in College Bridge to prepare students for life after high school - college, workforce, or military.
- Emergent Bilingual students are enrolled in K12 Summit to develop English proficiency and strengthen academic vocabulary for content mastery and TELPAS and STAAR success.
- STAAR / EOC Remediation - students in any grade who have not passed one or more STAAR / EOC exams are enrolled in IXL. Students who lacked multiple STAAR / EOC exams were placed in the content area where their previous score was the closest to passing.

Monitoring Efforts:

- The teacher will pull weekly reports to track student growth. Teachers are engaging in progress monitoring conferences to guide students in tracking their growth and setting goals.
- Each administrator will conduct bi-weekly walkthroughs of their departments to verify that students are engaged in learning.
- The campus leadership team will conduct weekly calibrated walks.
- The administrator will meet with teachers to discuss strategies for supporting students who are not demonstrating growth.

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- During leadership meetings, administrators share updates on their departments and analyze the district-generated report to guide instructional decisions.
- Data will be analyzed and presented to staff in faculty meetings, department meetings, and in the campus newsletter.
- Updates provided to the Assistant Superintendent during weekly leadership check-ins.

Phase 4: Year 1 Review and Planning (June 2026)

Milestones:

1. Comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report finalized, including successes, challenges, and quantitative data trends.
2. Implementation plan for Data Analysis and Progress Monitoring finalized, incorporating lessons learned from Year 1.

Monitoring Efforts:

1. Review of the final Year 1 report by all stakeholders.
2. Meeting with the Task Force to approve the Year 2 plan.

Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Assistant Superintendent	Quarterly briefings with data-driven recommendations

4. What reallocation of resources (time, funding, staffing, etc.) is needed to implement the Improvement strategy based on the campus's ESF diagnostic findings?

- To ensure there is sufficient instructional time allocated for the implementation of the curriculum, the campus instituted an advisory period aimed at intervention and acceleration of student performance based on the individual needs of the students. Class rosters were created based on STAAR, TELPAS, District Assessments, and

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performance data, grouping students based on specific needs. Students will utilize IXL and the embedded supports provided in the Big Ideas and HMH curriculum.

- Staffing and funding will need to be reallocated.
- Weekly Planning Meetings (WPM) will occur two days per week. One day is allocated for instructional support and planning, and an additional day is allocated for data disaggregation to support students' goals and outcomes. These meetings are guided by the Relay “See It, Name it, Do it” model.
 - To support students in special populations, during both planning and data meetings, teachers will review student work samples and track students' progress towards their goals. Adjustments will be made to lesson delivery and incorporate small group instruction to remediate students who perform below expectations.
 - Over the two years, the district, along with the campus, will track special populations' performance on campus, district, and state assessments. The instruments that will be used are student data trackers, District Dashboard, and Monitoring Groups located in Eduphoria.
 - Teachers' Prewrite Required for WPMs-
 - Teachers will complete the same lesson internalization form, which requires them to do the following:
 - Identify the productive struggle (Most Rigorous Reading/Writing task)
 - Identify DNPG moments connected to the productive struggle
 - Create Know/Show Chart
 - Complete Exit Ticket
 - Identify misconceptions and anticipate the student gaps

5. How will the budget be reallocated to meet the needs of the chosen strategy?

- Funds for PD and Summer Bridge will be used from the remaining ESF grant funds.
- Content Coaches' stipends will be paid using funds from collapsed positions.

6. How will staffing be reallocated to meet the needs of the chosen strategy?

- Academic coaching positions will be reallocated to teaching positions to keep highly qualified teachers in the classroom.

7. Identify all curriculum programs that will be utilized during the 25-26 school year:

- Math 9-12 Big Ideas
 - IXL-Benchmark
- RLA 9-12-HMH
 - Sirius-Remediation
 - IXL-Benchmark
- Supplemental Supports:

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- Lomens
- K-12 Summitt
- College Bridge
- Partnership with Lamar Institute of Technology (LIT)

8. What was the date of the public notice that the campus must complete a Turnaround Plan?

- On Monday, June 16, 2025, the public notice was posted on the district's website, and a Blackboard call was sent out to the public. It was publicized on the campus's social media outlets.

9. What was the date of the campus's Turnaround Plan public hearing?

- On Thursday, June 19, 2025
- Recognizing that we amended the plan, we posted the updated plan on the campus website and held a public hearing. We received additional feedback from the campus instructional teams on the updated plan.

10. Describe how the campus solicited feedback during the development of the Turnaround Plan.

- Various stakeholder sources of input:
 - Campus Education Improvement Committee Meetings
 - Campus Staff Meetings
 - District and campus surveys
 - Curriculum and Parent Meetings
 - Goals Night
 - Notes from the public hearing
 - The plan was presented to the public before submission for approval by the board through the campus website.

11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.

[Survey Link](#)

12. What is the date that the Turnaround Plan was board-approved?

- The board approved the plan, Tuesday, June 24, 2025