

# Beaumont Independent School District



## Regina-Howell Elementary School

## 2025-2026 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

# 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.

## 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

## Root Cause

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.

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.

 = Priority

# Student Learning

## Summary

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

### Reading

- 3<sup>rd</sup> Grade – 61.6%
- 4<sup>th</sup> Grade – 89.3%
- 5<sup>th</sup> Grade – 81.3%

### Math

- 3<sup>rd</sup> Grade – 58%
- 4<sup>th</sup> Grade – 65.1%
- 5<sup>th</sup> Grade – 76.7%

### Science

5<sup>th</sup> Grade – 63.5%

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

★ = Priority

# 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.

## 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

## Root Cause

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.

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.

 = Priority

# 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.

## 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


## Root Cause

1

Some parents are very involved, but others are not involved at all.

Communication must be sent by multiple modes and in home languages.

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

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.

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

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.

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.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## 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
- 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
- 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

# Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

## Performance Objective 1 High Priority HB3 Goal

BISD will increase the effectiveness of tier one instruction during the reading instructional block.

**Evaluation Data Source:** Walkthrough data, informal observations and surveys, time-stamped instructional blocks clearly showing allocation of time/pacing to each component, screening data

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Pre-K-5th Grade Teachers will participate in instructional planning days to review Pre-K Guidelines and plan instruction specific to the needs of each student.

**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:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

#### Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

## Performance Objective 2 High Priority HB3 Goal

By June 2026, all K-5 teachers will utilize district resources to deliver tiered instruction in RLA with fidelity.

**Evaluation Data Source:** Lesson internalization documents, formative and summative tests, and walkthrough data.

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Kindergarten-Fifth Grade RLA Teachers will participate in RLA Staff Development sessions to review curriculum resources and plan for instruction.

**Strategy's Expected Result/Impact:** More students will perform at Benchmark by the end of the academic school year.

**Staff Responsible for Monitoring:** Instructional Coach, Principal

**Title I:** 2.5.1, 2.5.2, 2.5.3

**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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

Some Progress

January

March

June

## Strategy 2 Targeted Support Strategy

Required teachers will complete the Reading Academy by May 2026.

**Strategy's Expected Result/Impact:** Teachers will gain knowledge of the Science of Teaching Reading.

**Staff Responsible for Monitoring:** Reading Academy Cohort Leader

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

Some Progress

January

March

June

## Performance Objective 3 High Priority HB3 Goal

Throughout the 2025-2026 school year, BISD will strengthen efficacy and capacity in RLA content and pedagogy for all K-5 RLA teachers.

**Evaluation Data Source:** Assessment data, lesson internalization documents, training records, and walkthrough data.

## Strategy 1

Kindergarten - Fifth Grade RLA Teachers will each observe an RLA Teacher in the grade level below their grade to ensure vertical alignment.

**Strategy's Expected Result/Impact:** Teachers will strengthen horizontal and vertical alignment in RLA.


**Staff Responsible for Monitoring:** Instructional Coach, Principal

**Title I:** 2.5.1

**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 2: Strategic Staffing, Lever 5: Effective Instruction

**Formative Reviews**

No Progress	 Accomplished		
<b>November</b>	<b>January</b>	<b>March</b>	<b>June</b>

# Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

## Performance Objective 1 High Priority HB3 Goal

BISD will increase the effectiveness of tier one instruction during the math instructional block.

**Evaluation Data Source:** Walkthrough data, informal observation and surveys.

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Kindergarten-Fifth Grade Teachers will collaborate in Instructional Planning Days quarterly to review data, and plan for all students' needs.

**Strategy's Expected Result/Impact:** Teachers will collaborate to provide strong Tier 1 instruction in all classrooms.

**Staff Responsible for Monitoring:** Instructional Coach, Principal

**Title I:** 2.5.1, 2.5.2, 2.5.3

**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

#### Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

## Performance Objective 2 High Priority HB3 Goal

By June 2026, all K-5 teachers will utilize district resources to deliver tiered instruction in Math.

**Evaluation Data Source:** Lesson internalization, formative and summative assessments, and walkthrough data.

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Kindergarten - Fifth Grade Math Teachers will attend math district staff development and plan together as a grade level.

**Strategy's Expected Result/Impact:** Teachers will become more familiar with curriculum resources and pacing guide.

**Staff Responsible for Monitoring:** Instructional Coach, Principal

**Title I:** 2.5.1, 2.5.2, 2.5.3

**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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

**November**

Some Progress

**January**

**March**

**June**

## Performance Objective 3

Throughout the 2025-2026 school year, BISD will strengthen efficacy and capacity in mathematical content and pedagogy for all K-5 math teachers.

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will participate in PLCs with Bluebonnet Math Success Coach and the Instructional Coach.

**Strategy's Expected Result/Impact:** Teachers will increase knowledge and experience utilizing new math curriculum.

**Staff Responsible for Monitoring:** Instructional Coach, Principal

**Title I:** 2.5.1, 2.5.2, 2.5.3

**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 4: High-Quality Instructional Materials and Assessments

### Formative Reviews

Some Progress

**November**

Moderate Progress

**January**

**March**

**June**

# Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

## Performance Objective 1 High Priority HB3 Goal

The percent of CCMR students who meet TSI criteria for Math and English Language Arts on SAT, ACT, or TSIA2 will increase from 20% to 45% by August 2030.

**Evaluation Data Source:** Testing score reports, College Bridge Reports, Assessment/Pacing Calendars

### Strategy 1 Results Driven Accountability

Students will participate in monthly CCMR dress-up days.

**Strategy's Expected Result/Impact:** Students will become more familiar with college, career and military opportunities available to them upon graduation.

**Staff Responsible for Monitoring:** Counselors, Principal

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

## Performance Objective 2 High Priority HB3 Goal

The percentage of students who earn college hours through dual credit will increase from 11% to 28% by August 2030.

**Evaluation Data Source:** Dual credit reports, enrollments and score reports

### Strategy 1 Results Driven Accountability

Students will participate in Career Week activities during the Spring Semester.

**Strategy's Expected Result/Impact:** Students will learn about various careers and the requirements for positions.

**Staff Responsible for Monitoring:** Counselors, Principal

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning

## Formative Reviews

No Progress

November

Some Progress

January

March

June

### Performance Objective 3 High Priority HB3 Goal

The percent of students who earn an industry-based certification will increase from 23% to 43% by August 2030.

**Evaluation Data Source:** IBC Reports

### Strategy 1 Results Driven Accountability

Students will learn about industry-based careers available to them and the requirements for these positions.

**Strategy's Expected Result/Impact:** Students will increase knowledge their in available careers in industry.

**Staff Responsible for Monitoring:** Counselors, Principal

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

## Formative Reviews

No Progress

November

Some Progress

January

March

June

### Performance Objective 4

The percent of annual graduates who earn a 3 or better on any AP exam will increase from 7% to 15% by August 2030.

**Evaluation Data Source:** AP Exam reports

### Strategy 1 Results Driven Accountability

Fifth-Graders will learn about Advanced Placement courses available to them in their secondary education.

**Strategy's Expected Result/Impact:** Fifth-graders will gain an understanding on AP courses available.

**Staff Responsible for Monitoring:** Counselors, Principal

**TEA Priorities:** Connect high school to career and college

**Formative Reviews**

No Progress  
**November**

Some Progress  
**January**

**March**

**June**

# Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

## Performance Objective 1 High Priority HB3 Goal

By 2030, discipline referrals will decrease by 15%.

Evaluation Data Source: Discipline Data

### Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Partnering with PTA, campus will provide quarterly positive behavior incentives based on Class Dojo campus-wide points.

**Strategy's Expected Result/Impact:** Students will decrease negative behaviors, resulting in fewer referrals.

**Staff Responsible for Monitoring:** Assistant Principals, Principal

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

#### Formative Reviews

Some Progress

November

Some Progress

January

March

June

## Performance Objective 2 High Priority HB3 Goal

The number of students who feel safe in school will increase from 74% to 85% by 2030.

Evaluation Data Source: Survey

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Counselors will facilitate a weekly Mindful Monday lesson through the Broadcast Team.

**Strategy's Expected Result/Impact:** Students will learn strategies to self-regulate and ask for help when needed.

**Staff Responsible for Monitoring:** Counselors, Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

### Performance Objective 3 High Priority HB3 Goal

The number of students who report being supported by a trusted adult at school will increase from 83% to 90% by 2030.

**Evaluation Data Source:** Surveys

### Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Teachers, counselors, and administrators will meet monthly to discuss students who may need additional support academically, socially, emotionally, and/or behaviorally.

**Strategy's Expected Result/Impact:** Teachers will monitor students' attendance, grades, and well-being and identify students in need of additional support.

**Staff Responsible for Monitoring:** MTSS Coordinator, Assistant Principals, Principals, Counselors

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

### Performance Objective 4 High Priority HB3 Goal

The number of students who report being able to self-regulate will increase from 44% to 70% by 2030.

**Evaluation Data Source:** Survey

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

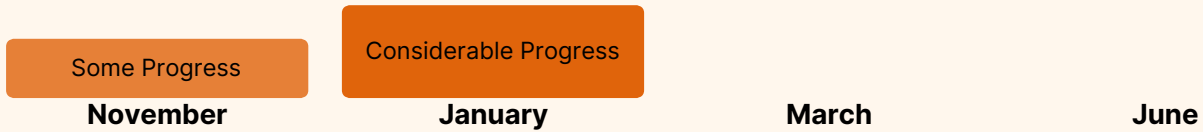
Counselors will provide weekly guidance lessons teaching students self-regulation techniques.

**Strategy's Expected Result/Impact:** Students will increase their ability to self-regulate.

**Staff Responsible for Monitoring:** Counselors, Principal

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



### Performance Objective 5 High Priority HB3 Goal

By 2030, 85% of community members and parents will recommend BISD to a family member or friend.

**Evaluation Data Source:** Vision Week Survey

### Strategy 1 Targeted Support Strategy

Campus will host a Pre-K-2nd Grade Family Night in the Fall and a 3rd-5th Grade STAAR Night in the Winter.

**Strategy's Expected Result/Impact:** Families will gain knowledge and materials to help students at home.

**Staff Responsible for Monitoring:** Teachers, Assistant Principals and Principal

**Title I:** 2.5.1, 2.5.2, 2.5.3

**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 Reviews



### Performance Objective 6 High Priority

By 2030, 90% of TEA safety mandates will be implemented.

**Evaluation Data Source:** Safety implementation plan

### Strategy 1

Campus will conduct required drills twice per month.

**Strategy's Expected Result/Impact:** Students and staff will complete drills in a timely manner and follow protocols.

**Staff Responsible for Monitoring:** Assistant Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

Some Progress

**November**

Moderate Progress

**January**

**March**

**June**

# Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

## Performance Objective 1

BISD will increase the efficacy of quality tier one instruction in all classrooms by 10% during the 2025 - 2026 school year.

**Evaluation Data Source:** Walkthrough data and formative and summative assessments

### Strategy 1 Targeted Support Strategy

Instructional Coach, Assistant Principals and Principal will conduct weekly classroom walkthroughs and provide feedback via School Mint Grow platform.

**Strategy's Expected Result/Impact:** Teachers will receive timely feedback regarding instruction and support as needed for growth.

**Staff Responsible for Monitoring:** Instructional Coach, Assistant Principals, Principal

**Title I:** 2.5.1, 2.5.2, 2.5.3

**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 2: Strategic Staffing, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

## Performance Objective 2

By June of 2025, BISD will decrease the number of students who do not meet standard on STAAR assessments by 10%.

### Strategy 1 Targeted Support Strategy

Targeted before and after-school tutorials will be provided for recommended students.

**Strategy's Expected Result/Impact:** Students will receive additional reading and math instruction to target specific skill gaps.

**Staff Responsible for Monitoring:** Teachers providing tutorials, Principal

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

### Formative Reviews

No Progress

Some Progress

**November**

**January**

**March**

**June**

## Performance Objective 3

Initiatives will be implemented by June 2025, on 100% of all campuses to support a culture and climate aligning with BISD's core beliefs.

### Strategy 1

Campus Leadership Team will meet twice monthly to discuss campus matters, make decisions and plan together.

**Strategy's Expected Result/Impact:** Teacher and staff voices will be represented on a regular basis.

**Staff Responsible for Monitoring:** Assistant Principals, Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

### Formative Reviews

Some Progress

Moderate Progress

**November**

**January**

**March**

**June**

## Performance Objective 4

Throughout the 2024-2025 school year, 100% of campuses will implement systems that address the needs of the whole child to enable students to learn, develop and reach their potential.

**Strategy 1**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

MTSS meetings will be held monthly to discuss students in need of support.

**Strategy's Expected Result/Impact:** Teachers and Administrators will monitor students and discuss concerns with team to identify supports needed.

**Staff Responsible for Monitoring:** MTSS Coordinator, Counselors, Assistant Principals, Principal

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

## Performance Objective 5

BISD will continue and expand the implementation of measures on all campuses by June of 2025 that enables special populations to meet or exceed state targets.

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Resource and Inclusion Teacher will collaborate with classroom teachers to identify students in need of accommodations or support.

**Strategy's Expected Result/Impact:** Special Education and General Education teachers working collaboratively will help track progress and address concerns in a timely manner.

**Staff Responsible for Monitoring:** Resource and Inclusion Teacher, Principal

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

## Performance Objective 6

BISD will utilize strategic staffing models and retention efforts to support effective instruction and campus needs.

**Evaluation Data Source:** Walkthrough data and staffing reports.

### Strategy 1 Targeted Support Strategy

Campus Mentor Teachers will support first and second-year teachers by holding regular observations and debriefings.

**Strategy's Expected Result/Impact:** Beginning teachers will receive tailored support based on their needs.

**Staff Responsible for Monitoring:** Campus Mentor Teachers, Instructional Coach, Principal

**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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Formative Reviews**

Some Progress

**November**

Moderate Progress

**January**

**March**

**June**



# State Compensatory Education

# 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 Summary

# Title I



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Randall Maxwell	10/17/2024	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	10/17/2024	D'Lana Barbay	10/30/2024