

Beaumont Independent School District



Vincent Middle School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Vincent Middle School staff is to develop productive, responsible, competent students who have high self-esteem and academic knowledge that will enable them to be successful future citizens, workers, and parents. We will accomplish this by providing a relevant, enriched curriculum implemented by a dedicated staff in a safe, positive environment.

Vision

Vincent Middle School ensures every student and staff member a safe place to learn with maximum collaborative, warm, and positive educational opportunities for continuous growth and ultimate productivity. We embrace the diversity of all caretakers in creating a learning community where everyone shares in the moral responsibility of supporting one another's efforts to achieve and celebrate on-going staff, student, and school success.

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Comprehensive Needs Assessment

Demographics

Summary

February 2023

Demographics

Demographic Summary											
Total Students	African American	Hispanic	White	Asian	American Indian	Economically Disadvantaged	LEP	At Risk	504	Special Education	Gifted & Talented
694	516	113	32	16	1	513	49	394	111	60	40
100%	74%	19%	5%	3%	<1%	86%	8%	66%	19%	10%	7%

VMS is composed of a diverse student population of almost 848 6th to 8th-grade students. Our Hispanic, ELL, and Economically disadvantaged populations fluctuate each year while our African American, Native American, and Asian student groups remain somewhat consistent in size while our white demographics has declined slightly in recent years. VMS continues to focus on the performance of our special populations on local, state and national assessments for English language learners and our students served through special education. VMS values these diverse students and community populations which result in a rich learning environment for all.

February 2023

Teacher Demographics									
Total Teachers	African American	Hispanic	White	Asian	Certified	In Field	Out of Field	0-2 Years of Exp.	2+ Years of Exp.
40	12	1	25	0	36	35		5	31
100%	30%	2%	63%		90%	88%		1%	78%

One hundred percent of teachers are content area certified or in an alternative teacher program. The administrative staff is consistently working on recruiting, hiring, and retaining quality staff. We seek out certified teachers through job fairs and by using data from local alternative teaching programs. Our teacher salaries are competitive with neighboring districts, but not with districts with the same demographics and size as BISD.

Strengths

According to demographic data, Vincent Middle School (VMS) serves a highly diverse student body. VMS fosters an inclusive learning environment that equips students to thrive in a global society by actively reducing racial stereotypes and promoting cross-cultural understanding. Notably, the Hispanic student population is projected to increase due to rezoning for the 2025-26 academic year. This rich cultural diversity is among the most valued strengths of Vincent Middle School.

Furthermore, the diversity of the teaching staff significantly contributes to the vibrancy of the school community, effectively addressing the varied needs of the student body. This cultural diversity among educators supports enhanced collaboration through common planning periods and Professional Learning Communities across all tested subject areas.

To ensure equitable educational opportunities, VMS provides ongoing professional development for teachers focused on serving special populations, including English Learners (EL) and students with disabilities. Faculty members receive training in 504 plan procedures, enabling them to identify student needs and implement appropriate accommodations. In partnership with the Executive Director of Special Education, the school has expanded its Special Education staff and programs to support these students.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Vincent Middle School faces the challenge of effectively meeting the academic and social-emotional needs of an increasingly diverse student population, particularly with the anticipated growth of the Hispanic student demographic due to rezoning in the 2025-26 school year. Ensuring equitable access to quality education and appropriate support services for all students, including ELs & SPED students

The root cause stems from the complexities associated with serving a rapidly evolving and culturally diverse student body, which requires continuous adaptation of instructional strategies, resources, and support systems.

 = Priority

Student Learning

























Summary

Student Achievement:

2024-25 STAAR Performance Data - Vincent Middle School (123910048)

Organization: VINCENT MIDDLE					
Program: STAAR 3-8	Report: Group Summary: Performance Levels & Reporting Categories	Administrations: Spring 2025	Subjects: Mathematics, Reading	Grades: 6, 7, 8	
Data Updated: 7/24/2025					

Showing all students

Organization	Administration	Tested Grade	STAAR - Mathematics					STAAR - Reading						
			Tests Taken	Average Scale Score	Performance Levels				Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters			Did Not Meet	Approaches and Above	Meets and Above	Masters
VINCENT MIDDLE	Spring 2025	6	233	1625	54%	46%	12%	2%	233	1565	44%	56%	30%	10%
														
					125 Tests	108 Tests	27 Tests	4 Tests			102 Tests	131 Tests	69 Tests	23 Tests
VINCENT MIDDLE	Spring 2025	7	159	1659	82%	18%	9%	1%	184	1552	53%	47%	19%	6%
														
					130 Tests	29 Tests	14 Tests	1 Test			97 Tests	87 Tests	35 Tests	11 Tests
VINCENT MIDDLE	Spring 2025	8	234	1731	72%	28%	12%	2%	231	1636	37%	63%	30%	10%
														
					168 Tests	66 Tests	29 Tests	5 Tests			86 Tests	145 Tests	69 Tests	23 Tests

Strengths

Although the campus has demonstrated academic growth, there has been a history of low academic performance in the areas of math and RLA. Vincent Middle School received an “F” state accountability rating for the 2024–2025 and school year, and 2023-2024 school years. Data Analysis and Progress Monitoring will be utilized to analyze trends, patterns, and relationships within the data, informing decisions and improving educational outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



Although the campus has demonstrated academic growth, there has been a history of low academic performance in the areas of math and RLA. Vincent Middle School received an "F" state accountability rating for the 2024-2025 and school year, and 2023-2024 school years.

Lack of fully certified Math teachers. RLA teachers were not fully staffed for the 2024-25 school year
Lack of accountability in following the district curriculum for Math classes. Lack of systems and discipline accountability, resulting in teachers being unable to focus on academics.

 = Priority

School Processes & Programs

Summary

Curriculum and Instructional

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

Milestones:

- Establish a regular cadence for data meetings through a Professional Learning Community (PLC) schedule involving teachers and administrators.
- Identify individual students requiring support and develop corresponding Growth Plans.
- Implement Eduphoria for real-time data-driven decision-making.

Monitoring Efforts:

- Review published PLC schedules for adherence to the established meeting frequency, conducting spot checks for completeness and clarity of goals.
- Convene Task Force meetings to monitor progress on audit activities, scheduling, and training preparations, ensuring teacher compliance with deadlines.
- Administrative team to review teacher training completion rates and analyze pre- and post-training assessments related to Eduphoria proficiency.
- Administer an anonymous staff survey in September to gauge initial comfort levels with Eduphoria's features.

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

Milestones:

- Ensure all PLCs convene at least twice weekly and adhere to new procedural protocols.
- Develop and initiate Individual Student Growth Plans (ISGPs) for students identified as needing Tier 2 and Tier 3 support.
- Promote regular teacher use of Eduphoria for real-time assessment creation and data entry, including formative assessments.
- Conduct a mid-semester Task Force review evaluating the effectiveness of data meetings through PLC feedback and administrative observations.
- Identify and discuss emerging trends in student data—such as formative assessments, attendance, and behavior referrals—during administrative data meetings.

Monitoring Efforts:

- Administrative participation in PLC data meetings to observe protocol adherence and engagement.
- Review PLC meeting minutes and agendas to verify meaningful data discussions.
- Perform monthly spot checks of Eduphoria and Branching Minds usage logs to assess the frequency of assessment creation and data input by teachers.
- Survey teachers regarding the effectiveness of initial data meetings and the utility of Eduphoria and Branching Minds for instructional purposes.

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

Milestones:

- Consistent use of Eduphoria student data to inform instructional adjustments, as evidenced by lesson plans and classroom observations.
- Maintain active ISGPs for all identified struggling students, with documented regular progress monitoring and instructional modifications.
- Initiate cross-curricular data analysis within PLCs, exploring relationships such as the impact of reading levels on Science and Social Studies performance.
- Deliver targeted professional development addressing challenges or skill gaps identified through data meetings and Eduphoria usage.
- Complete a comprehensive end-of-year data analysis conducted by the Task Force and administration to identify school-wide strengths and areas for improvement.

Monitoring Efforts:

- Ongoing formal classroom observations focused on evidence of data-driven instructional changes.
- Monthly reviews of aggregated student growth data from Eduphoria, including common assessment scores, attendance, and behavior trends.
- February administrative review of ISGP progress data for the initial cohort to identify successful interventions and areas needing enhancement.

- April administration of student and parent feedback surveys to assess perceptions of individualized support effectiveness.
- May evaluation of the final data analysis report relative to Year 1 goals.

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

Milestones:

1. Finalization of a comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report, detailing successes, challenges, and quantitative data trends.
2. Completion of the Year 2 Implementation Plan for Data Analysis and Progress Monitoring, incorporating insights gained from Year 1.

Monitoring Efforts:

- Review of the final Year 1 report by all relevant stakeholders.
- Convening of the Task Force to approve the Year 2 plan

Professional Development

The campus administration will conduct monthly staff meetings and department meetings, including clinics and professional development. Staff members will also complete all required district virtual and face-to-face training.

Communication

Teacher communication is facilitated via announcements and emails. Communication to parents is conducted via phone and email callouts. Communication to students takes place during lunch, gym assemblies, announcements, and via class in Google Classrooms.

Support Services

Behavioral Interventionist

RTI Coordinator

Dyslexia Specialist

Campus Restorative Discipline (CRD) - This program serves as a Tier 3 intervention offering a comprehensive means to restore discipline through weekly visits from CIS, administrators, LPC, counselors, Social Emotional Learning (SEL) Consultants, and behavior specialists while providing individualized online instruction.

Tutorials - Offered by individual teachers

Student Wellness Coordinator

Extracurricular Opportunities

Student Council (all grade levels)

National Junior Honor Society (7th-8th honors)

Band (all grade levels)

Music Choir (all grade levels)

Theater Arts/Drama (all grade levels)

Art Club (all grade levels)

Dance (all grade levels) Vincent Vibes (7th-8th)

Cheer (7th-8th)

Pep Squad (all grade levels)

Future Farmers of America (7th-8th)

UIL Academics (all grade levels)

Robotics/Drones/Makerspace (all grade levels) 7th-8th competitions

Journalism/Photography (7th-8th)

VMS Athletics (Football, Volleyball, Basketball, Track and Field, Tennis, Soccer) (7th-8th) Be Kind Club (all grade levels)

PTA (all grade levels)

Spelling Bee (all grade levels)

Girls in Engineering (8th grade)

Technology Plan

Students participate in the district 1:1 Technology Plan. Students will have access to a Chromebook via Chromebook Carts in each class.

Strengths

- Departments conduct weekly PLCs for effective lesson planning and Data-Driven Instruction (DDI).
- A high number of walkthroughs providing feedback and action steps. Including support via feedback and follow-ups.
- Campus administrators hold monthly professional development training for teachers.
- To increase the instructional day, teachers provide before and after-school tutorials.
- Redeveloping Monthly staff/faculty celebrations.
- Provide luncheons during state testing days.
- Incentives for behavior and attendance
- Behavioral Interventionist
- Campus Restorative Discipline (CRD) - This program serves as a Tier 3 intervention offering a comprehensive means to restore discipline through weekly visits from CIS, administrators, LPC, counselors, Social Emotional Learning (SEL) Consultants, and behavior specialists while providing individualized online instruction.
- Student Wellness Coordinators
- Campus Support Specialists

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 Extracurricular programs, including band and choir, currently lack access to facilities equipped with technological resources such as soundboards, microphones, and audio speakers.</p>	<p>The school building was built in 1961. The facility needs an update of sound and visual equipment, primarily in the Cafetorium area.</p>
<p>2 Classrooms need updating to maximize opportunities for instruction.</p>	<p>Many classrooms have inferior writing surfaces, such as aging chalkboards or whiteboards that cannot be erased. Multiple classrooms need new whiteboards paired with Newline panels.</p>
<p>3 Students are tardy to class and teachers do not submit referrals as requested.</p>	<p>Students are arriving to class late and teachers struggle to maintain analog tardy log and write up discipline with fidelity.</p>

 = Priority

Perceptions


Summary

Students at Vincent Middle School (VMS) are invested in the culture and climate of the diverse nature of our campus. **CHAMPS: A Proactive and Positive Approach to Classroom Management.** VMS will continue to build a strong community. VMS CEIC consists of teachers, counselors, and administrators and has met several times over the past year.

All administrative and support staff are available daily and also after school to ensure that safety and academic success are the top priorities. Vincent Middle School parents feel that the climate on the campus is good. The campus works to present a safe and positive environment. Vincent Middle School students come from diverse backgrounds, however, many of the students work together to create a positive environment.

Strengths

- PTA
 - An active partnership that encourages continuous positive relationships with all stakeholders
- Communication
 - The campus encourages parents to utilize Parent Self Serve to provide open communication to view grades and conduct.
- Business Partnerships
 - Fostering student excellence through Student of the Month activities and incentives
- Staff
 - A culturally diverse staff that has strong ties to the Beaumont and VMS community, which increases their investment in our collective success.
- Students and staff embraced the merger and overcame obstacles presented to them.
- Teachers work well together
- Students enjoy extracurricular activities
- The majority of the students feel the campus is safe
- Routine safety drills are successful
- Positive student and teacher interaction
- Improved outside/inside security



Priority Problem Statements

Problem Statement

Root Cause



Although the campus has demonstrated academic growth, there has been a history of low academic performance in the areas of math and RLA. Vincent Middle School received an "F" state accountability rating for the 2024-2025 and school year, and 2023-2024 school years.

Lack of fully certified Math teachers. RLA teachers were not fully staffed for the 2024-25 school year
Lack of accountability in following the district curriculum for Math classes. Lack of systems and discipline accountability, resulting in teachers being unable to focus on academics.

 = **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
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- 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 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 Additional Targeted Support Strategy

Vincent's campus leaders provide training and support to ensure that teachers consistently implement content-specific best practices, as well as inclusion support for special populations. Current walkthrough data indicate that many teachers lean on choral responses and do not identify students who may be struggling. Additionally, teachers frequently lecture and do not allow for student response. Teachers do not circulate and check for student progress or understanding. Practice clinics are presented monthly by Vincent administrators to focus on small, specific, repeatable actions that: Focus on Application, Not Theory: The conversation is centered on "application and solutions" rather than abstract concepts. Allow for Immediate Implementation: Since the skills are modeled, practiced, and clear, they can be implemented in teacher practice right away. Harness Peer Expertise: The practice clinic model leverages the collective wisdom and expertise already present within the school, empowering teachers to learn from their peers in a supportive and trusting environment.

Strategy's Expected Result/Impact: Vincent's campus leaders will also build capacity through observation and feedback cycles. Campus leaders use SchoolMint Grow to conduct observations, capture trends, and provide action steps.

Campus leaders follow up with action steps and model action steps or best practices.

Staff Responsible for Monitoring: VMS Administrators

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 2 High Priority HB3 Goal

: By May 2026, Vincent Middle School RLA STAAR passing scores of Meets Grade Level and Above will be 38%.

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

High-Quality Instructional Materials (HQIM) and Assessments Educators will receive initial and ongoing professional development to ensure the effective implementation of the newly adopted Bluebonnet Math Curriculum, which is specifically designed to address core deficiencies in basic math computation. For Reading and Language Arts (RLA), the StudySync program will be utilized for students in grades six through eight.

Strategy's Expected Result/Impact: Increased comprehension and increased achievement on assessments

Staff Responsible for Monitoring: Campus Administration, District Math Leads

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 2 High Priority HB3 Goal

By May 2026, Vincent Middle School Math passing scores of Meets Grade Level and Above will be 28%.

Evaluation Data Source: Data from the 2026 STAAR administration.

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

By May 2026, Vincent will conduct one college and career assembly/fair/tour per semester, informing scholars of high school and college career opportunities.

Evaluation Data Source: Sign-in sheets, pre/post-attendance surveys.

Strategy 1

Career Fair Scheduled for March 27, 2026

Strategy's Expected Result/Impact: Increased community awareness and student involvement for CTE activities.

Staff Responsible for Monitoring: VMS Counselors, Administrators

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

No Progress

November

No 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

Vincent Middle School is committed to explicit schoolwide behavioral expectations and culture routines. Campus leaders have provided clear expectations and training to ensure that teachers implement best practices and maintain a productive classroom learning environment throughout the school. Vincent Middle School is a Capturing Kids Hearts (CKH) campus that utilizes their relationship-focused social-emotional learning (SEL) framework and training designed to transform school culture by empowering teachers to build meaningful relationships with students, create self-managing classrooms, and improve school-wide discipline. Teachers are frequently reminded to utilize moments such as "good news" and "launches" to build relationships. Social contracts are posted in classrooms, and consequences for violations are also posted. Hallway routines are consistently reinforced, and administrators and support staff have designated posts during transitions. The campus expectation is that teachers are in the hallways to reinforce desired behavior. The campus has a tardy policy, and teachers are held accountable for its implementation. Title funds have been utilized to purchase Minga, a campus management platform to enhance safety, improve communication, and promote student engagement through features such as digital hall passes, tardy management, student communication tools, and behavior tracking. The planned implementation of Minga is in November 2025. Current campus leadership has focused on a dramatic shift in campus behavior management. Teacher surveys and focus groups from previous years indicated a lack of consistency in the administration of discipline and reinforcement in routines. The current administration spent a considerable amount of time cleaning the campus in preparation for the school year. The idea of cleanliness and order reinforces the vision of improvement through refinement. New furniture was brought into the classrooms, and many rooms were painted by administrators to ensure the campus was ready for the first day of school. Multiple roll-off dumpsters were filled with old or broken furniture. This renewal of the campus was readily identified as the first shift in school culture. The campus principal has distributed stockpiled supplies to all teachers, and new whiteboards have been purchased with Title funds to accompany Newline Panels in every classroom. Parents have commented on the positive changes and the campus's transformation. Vincent's recent goals night had the highest attendance in ten years, according to district administration. The campus principal posts live videos on Facebook at least once a week, and all activities are promoted on the platform. Facebook traffic for Vincent's page has increased by 128% year over year. Each post averages between 400 and 700 views. The posts are focused on informing parents and providing affirmation for the positive partnership they have committed to.

Strategy's Expected Result/Impact: Reduction in Pathways placement, Increased parent partnerships, and increased student engagement. Positive school culture.

TEA Priorities: Improve low-performing schools

Formative Reviews

No Progress

November

No 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

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

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

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

Vincent Middle School is committed to explicit schoolwide behavioral expectations and culture routines. Campus leaders have provided clear expectations and training to ensure that teachers implement best practices and maintain a productive classroom learning environment throughout the school. Parents have commented on the positive changes and the campus's transformation. Vincent's recent goals night had the highest attendance in ten years, according to district administration. The campus principal posts live videos on Facebook at least once a week, and all activities are promoted on the platform. Facebook traffic for Vincent's page has increased by 128% year over year. Each post averages between 400 and 700 views. The posts are focused on informing parents and providing affirmation for the positive partnership they have committed to.

Strategy's Expected Result/Impact: A positive rapport built with parents and the community yields positive press and recommendations throughout the community.

Staff Responsible for Monitoring: Principal, Student Wellness Coordinator

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 6 High Priority

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

Evaluation Data Source: Safety implementation plan

Strategy 1

Vincent Middle School is committed to explicit schoolwide behavioral expectations and culture routines. Campus leaders have provided clear expectations and training to ensure that teachers implement best practices and maintain a productive classroom learning environment throughout the school. Safe routines include a comprehensive safety management plan that has been shared with the campus.

Strategy's Expected Result/Impact: 100% passed safety audits. An improvement from 2 failed audits last year. As of 1/21/26, one audit was passed with zero findings.

Staff Responsible for Monitoring: Principal, campus administrators.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

November

No Progress

January

March

June

Performance Objective 7 High Priority

By May 2026, Vincent Middle School aims to increase parent attendance at the regularly scheduled monthly Title I parent engagement activities from an average of 5 participants to an average of 15 participants, excluding attendance at Goals Night.

Evaluation Data Source: Attendance sheets, Pre/Post Attendance Surveys.

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

Performance Objective 2

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

Performance Objective 3 High Priority

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

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.

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.

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.

Goal 6

Performance Objective: By May 2026, Vincent Middle School will have 100 percent of its teachers participating in monthly practice clinics focused on student achievement throughout the 2025-2026 school year.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
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