

Beaumont Independent School District



Sallie Curtis Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

It is the mission of Sallie Curtis Elementary to create a school that is highly regarded for academic excellence, and for its contribution in actively serving and improving the community in which it operates. We seek to improve student performance in all academic and special areas, through authentic and engaging lessons. We also seek to develop the whole child by providing a variety of extra-curricular activities designed to engage students outside of the regular school curriculum.

Vision

It is the vision of Sallie Curtis Elementary to continuously address the social, behavioral, and academic needs of individual students in a way that provides a personalized plan of instruction for each learner. Along with Beaumont ISD, our purpose in partnering with families and our community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens, and effective communicators.

Value Statement

We believe, and want our students to believe in, our Guidelines for Success:

Be respectful

Be responsible

Be safe

Excel

We also believe that all students can learn when provided the opportunity to be successful.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Below are additional concerns that the campus would like to work on in the 2024-2025 School Year along with our Priority Problem Statements:

1. We would also like to reduce the number of students who are tardy and picked-up early, as this takes away valuable instructional time.
2. We want to re-emphasize PBIS strategies, especially in common areas so that all students and teachers speak a common language and adhere to a common set of expectations.
3. We want to make sure that Social Emotional Learning is emphasized.
4. We want to continue using technology consistently to provide engaging high quality instruction, especially now that we are a one-to-one district and campus.

Demographics

Summary

Sallie Curtis Elementary is a Kindergarten through 5th Grade Campus located in Beaumont, Texas. The campus serves 493 students. Established in 1956, Sallie Curtis Elementary was named after Sallie Curtis, an Elementary School Teacher who taught in South Park ISD (now Beaumont ISD) Schools for more than 35 years. A faculty of 37 teachers and staff members total of 54, work together each day to educate the diverse student population at Sallie Curtis Elementary. The campus is also served by a highly active PTA and numerous community volunteers. Sallie Curtis Elementary is also supported by multiple business partners who help with family engagement events and student incentives.

Sallie Curtis Elementary demographics are as follows:

- 493 Students - Total Enrollment
- 49.29% - African American
- 25.05% - White
- 19.39% - Hispanic
- 1.82% - Two or More Races
- 4.04% - Asian
- 0.00% - American Indian/Alaska Native
- 0.40% - Native Hawaiian/Pacific Islander
- 45% - Economically Disadvantaged
- 15% - Gifted and Talented
- 18% - Special Education
- 3% - 504
- 11% - EL
- 20% - At Risk

Strengths

Sallie Curtis Elementary demographic strengths include:

- High teacher and staff retention - Typically the campus retains 90% or more of the staff each year.
- Diverse Population - The student population continues to become more diverse bringing additional cultures, experiences, and backgrounds to the school.
- Sallie Curtis Elementary staff members are experienced with the majority of the staff having at least five years experience.

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CURTIS EL (123910105) - BEAUMONT ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	53%	72%	64%	69%	82%	* 100%	-	-	* 55%	* 72%	* 71%	63%	60%		
	2023	76%	60%	85%	70%	89%	96%	- 100%	-	100%	55%	* 83%	90%	90%	100%		
At Meets Grade Level or Above	2024	48%	27%	49%	40%	56%	61%	* 40%	-	-	* 36%	* 48%	59%	42%	40%		
	2023	50%	32%	63%	42%	78%	67%	- 100%	-	86%	36%	* 66%	52%	70%	80%		
At Masters Grade Level	2024	21%	7%	23%	17%	25%	32%	* 0%	-	-	* 9%	* 22%	29%	13%	0%		
	2023	20%	9%	34%	15%	44%	42%	- 71%	-	43%	0%	* 36%	29%	40%	40%		
Grade 3 Mathematics																	

At Approaches Grade Level or Above	2024	70%	48%	63%	50%	75%	75%	*	80%	-	*	64%	*	63%	63%	53%	80%
	2023	73%	53%	75%	55%	89%	88%	-	100%	-	86%	45%	*	73%	81%	70%	100%
At Meets Grade Level or Above	2024	42%	21%	34%	24%	44%	43%	*	20%	-	*	55%	*	32%	44%	23%	40%
	2023	45%	24%	41%	21%	44%	58%	-	86%	-	29%	18%	*	36%	57%	40%	40%
At Masters Grade Level	2024	15%	6%	12%	4%	19%	21%	*	0%	-	*	0%	*	12%	13%	6%	20%
	2023	19%	7%	14%	0%	22%	21%	-	43%	-	14%	0%	*	12%	19%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	68%	90%	85%	91%	100%	-	100%	-	75%	80%	*	89%	92%	87%	100%
	2023	77%	60%	83%	73%	79%	92%	*	100%	-	100%	73%	*	84%	81%	83%	*
At Meets Grade Level or Above	2024	51%	33%	56%	43%	82%	65%	-	83%	-	38%	40%	*	49%	72%	42%	80%
	2023	48%	29%	59%	41%	36%	83%	*	100%	-	83%	64%	*	62%	50%	44%	*
At Masters Grade Level	2024	23%	10%	24%	13%	18%	39%	-	50%	-	25%	13%	*	21%	32%	13%	40%
	2023	22%	10%	30%	14%	7%	54%	*	80%	-	33%	18%	*	28%	35%	17%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	46%	64%	49%	82%	71%	-	100%	-	63%	47%	*	60%	72%	48%	80%
	2023	71%	46%	61%	57%	43%	72%	*	100%	-	50%	64%	*	61%	62%	47%	*
At Meets Grade Level or Above	2024	46%	26%	44%	31%	55%	46%	-	100%	-	50%	40%	*	40%	56%	31%	60%
	2023	48%	24%	35%	30%	21%	44%	*	60%	-	33%	55%	*	39%	27%	21%	*
At Masters Grade Level	2024	21%	8%	19%	0%	18%	38%	-	83%	-	13%	0%	*	14%	32%	8%	40%
	2023	22%	8%	16%	8%	14%	20%	*	40%	-	17%	9%	*	18%	12%	5%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
CURTIS EL (123910105) - BEAUMONT ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	62%	79%	67%	95%	81%	*	83%	-	100%	60%	*	81%	77%	70%	100%
	2023	81%	65%	90%	87%	100%	96%	-	100%	-	*	50%	100%	88%	95%	88%	100%
At Meets Grade Level or Above	2024	55%	36%	62%	48%	53%	74%	*	83%	-	100%	47%	*	66%	54%	46%	40%
	2023	57%	37%	61%	47%	50%	79%	-	100%	-	*	17%	50%	63%	55%	44%	60%
At Masters Grade Level	2024	29%	14%	27%	12%	21%	37%	*	67%	-	50%	20%	*	25%	31%	20%	20%
	2023	28%	14%	28%	13%	10%	42%	-	100%	-	*	0%	33%	29%	25%	6%	0%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	59%	65%	55%	58%	78%	*	83%	-	67%	47%	*	67%	60%	55%	40%
	2023	80%	64%	92%	93%	90%	96%	-	100%	-	*	67%	83%	94%	85%	81%	100%
At Meets Grade Level or Above	2024	50%	32%	43%	29%	42%	56%	*	67%	-	50%	40%	*	45%	40%	38%	40%
	2023	51%	35%	57%	47%	20%	79%	-	100%	-	*	17%	50%	54%	65%	25%	40%
At Masters Grade Level	2024	19%	10%	16%	2%	21%	26%	*	33%	-	17%	13%	*	15%	17%	14%	0%
	2023	21%	11%	18%	7%	0%	25%	-	100%	-	*	0%	33%	19%	15%	0%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	39%	64%	50%	63%	78%	*	83%	-	67%	53%	*	70%	51%	52%	40%
	2023	65%	41%	75%	73%	50%	88%	-	100%	-	*	50%	67%	77%	70%	50%	60%
At Meets Grade Level or Above	2024	28%	14%	27%	14%	26%	37%	*	33%	-	50%	40%	*	27%	29%	21%	0%
	2023	36%	17%	39%	27%	20%	54%	-	100%	-	*	17%	33%	37%	45%	13%	0%
At Masters Grade Level	2024	11%	4%	11%	0%	21%	11%	*	17%	-	33%	20%	*	9%	14%	13%	0%
	2023	16%	6%	15%	3%	0%	25%	-	80%	-	*	17%	17%	13%	20%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	55%	71%	60%	75%	80%	100%	90%	-	71%	58%	81%	71%	69%	61%	71%
	2023	76%	58%	80%	72%	75%	89%	*	100%	-	71%	58%	75%	80%	80%	71%	84%
At Meets Grade Level or Above	2024	48%	28%	45%	33%	49%	54%	100%	63%	-	55%	42%	56%	43%	49%	35%	43%
	2023	49%	28%	50%	36%	37%	66%	*	92%	-	49%	35%	46%	51%	49%	34%	39%
At Masters Grade Level	2024	20%	8%	19%	7%	21%	29%	75%	38%	-	26%	11%	25%	17%	24%	12%	17%
	2023	20%	8%	22%	9%	13%	33%	*	72%	-	20%	6%	29%	22%	22%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	58%	80%	71%	85%	87%	*	94%	-	81%	66%	100%	80%	81%	72%	87%
	2023	77%	60%	86%	76%	88%	94%	*	100%	-	88%	61%	91%	85%	88%	86%	92%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
CURTIS EL (123910105) - BEAUMONT ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	34%	56%	43%	61%	67%	*	71%	-	63%	41%	67%	54%	61%	43%	53%
	2023	53%	34%	61%	43%	52%	76%	*	100%	-	75%	43%	55%	64%	52%	50%	62%
At Masters Grade Level	2024	22%	9%	25%	14%	22%	36%	*	41%	-	38%	15%	17%	23%	31%	15%	20%
	2023	20%	9%	31%	14%	18%	46%	*	82%	-	31%	7%	36%	31%	30%	18%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	52%	64%	51%	70%	75%	*	88%	-	63%	51%	71%	64%	64%	52%	67%
	2023	75%	54%	75%	67%	70%	85%	*	100%	-	63%	57%	64%	75%	75%	64%	85%
At Meets Grade Level or Above	2024	43%	23%	40%	28%	46%	48%	*	65%	-	50%	44%	57%	38%	46%	30%	47%
	2023	45%	22%	44%	32%	27%	60%	*	82%	-	31%	32%	45%	42%	48%	27%	31%
At Masters Grade Level	2024	17%	6%	16%	2%	20%	28%	*	41%	-	13%	5%	29%	14%	21%	9%	20%
	2023	19%	7%	16%	5%	12%	22%	*	59%	-	13%	4%	27%	16%	15%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	58%	64%	50%	63%	78%	*	83%	-	67%	53%	*	70%	51%	52%	40%
	2023	77%	56%	75%	73%	50%	88%	-	100%	-	*	50%	67%	77%	70%	50%	60%
At Meets Grade Level or Above	2024	43%	24%	27%	14%	26%	37%	*	33%	-	50%	40%	*	27%	29%	21%	0%
	2023	47%	24%	39%	27%	20%	54%	-	100%	-	*	17%	33%	37%	45%	13%	0%
At Masters Grade Level	2024	16%	5%	11%	0%	21%	11%	*	17%	-	33%	20%	*	9%	14%	13%	0%
	2023	18%	6%	15%	3%	0%	25%	-	80%	-	*	17%	17%	13%	20%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	16%	29%	20%	38%	36%	*	20%	-	*	36%	*	27%	38%	20%	20%
	2023	37%	20%	39%	18%	44%	54%	-	86%	-	29%	18%	*	36%	48%	30%	40%
Reading and Mathematics Including EOC	2024	35%	16%	29%	20%	38%	36%	*	20%	-	*	36%	*	27%	38%	20%	20%
	2023	37%	20%	39%	18%	44%	54%	-	86%	-	29%	18%	*	36%	48%	30%	40%
Reading Including EOC	2024	48%	27%	49%	40%	56%	61%	*	40%	-	*	36%	*	48%	59%	42%	40%
	2023	50%	32%	63%	42%	78%	67%	-	100%	-	86%	36%	*	66%	52%	70%	80%
Math Including EOC	2024	42%	21%	34%	24%	44%	43%	*	20%	-	*	55%	*	32%	44%	23%	40%
	2023	45%	24%	41%	21%	44%	58%	-	86%	-	29%	18%	*	36%	57%	40%	40%
4th Graders																	
Reading and Mathematics	2024	38%	19%	41%	28%	55%	48%	-	83%	-	38%	40%	*	35%	58%	25%	60%
	2023	38%	19%	32%	27%	14%	42%	*	60%	-	33%	55%	*	34%	27%	22%	*

Texas Education Agency
2023-24 STAAR Performance (TAPR)
 CURTIS EL (123910105) - BEAUMONT ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2024	38%	19%	41%	28%	55%	48%	-	83%	-	38%	40%	*	35%	58%	25%	60%
	2023	38%	19%	32%	27%	14%	42%	*	60%	-	33%	55%	*	34%	27%	22%	*
Reading Including EOC	2024	51%	33%	56%	43%	82%	65%	-	83%	-	38%	40%	*	49%	72%	42%	80%
	2023	48%	29%	59%	41%	36%	83%	*	100%	-	83%	64%	*	62%	50%	44%	*
Math Including EOC	2024	46%	26%	44%	31%	55%	46%	-	100%	-	50%	40%	*	40%	56%	31%	60%
	2023	48%	24%	35%	30%	21%	44%	*	60%	-	33%	55%	*	39%	27%	21%	*
5th Graders																	
Reading and Mathematics	2024	42%	24%	41%	26%	42%	52%	*	67%	-	50%	40%	*	45%	34%	36%	40%
	2023	43%	26%	49%	30%	20%	75%	-	100%	-	*	17%	50%	48%	50%	19%	20%
Reading and Mathematics Including EOC	2024	42%	24%	41%	26%	42%	52%	*	67%	-	50%	40%	*	45%	34%	36%	40%
	2023	43%	26%	49%	30%	20%	75%	-	100%	-	*	17%	50%	48%	50%	19%	20%
Reading Including EOC	2024	55%	36%	62%	48%	53%	74%	*	83%	-	100%	47%	*	66%	54%	46%	40%
	2023	57%	37%	61%	47%	50%	79%	-	100%	-	*	17%	50%	63%	55%	44%	60%
Math Including EOC	2024	51%	32%	43%	29%	42%	56%	*	67%	-	50%	40%	*	45%	40%	38%	40%
	2023	51%	35%	57%	47%	20%	79%	-	100%	-	*	17%	50%	54%	65%	25%	40%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	17%	37%	24%	43%	45%	*	59%	-	44%	39%	50%	35%	43%	27%	40%
	2023	37%	18%	39%	25%	24%	57%	*	82%	-	31%	32%	45%	39%	40%	23%	23%
Reading and Mathematics Including EOC	2024	38%	18%	37%	24%	43%	45%	*	59%	-	44%	39%	50%	35%	43%	27%	40%
	2023	39%	19%	39%	25%	24%	57%	*	82%	-	31%	32%	45%	39%	40%	23%	23%
Reading Including EOC	2024	54%	33%	56%	43%	61%	67%	*	71%	-	63%	41%	67%	54%	61%	43%	53%
	2023	53%	34%	61%	43%	52%	76%	*	100%	-	75%	43%	55%	64%	52%	50%	62%
Math Including EOC	2024	45%	23%	40%	28%	46%	48%	*	65%	-	50%	44%	57%	38%	46%	30%	47%
	2023	47%	23%	44%	32%	27%	60%	*	82%	-	31%	32%	45%	42%	48%	27%	31%

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2023-24 Student Information (TAPR)
 CURTIS EL (123910105) - BEAUMONT ISD - JEFFERSON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	555	100.0%	16,775	5,517,464	555	100.0%	16,803	5,531,236
Students by Grade								
Kindergarten	71	12.8%	6.8%	6.5%	71	12.8%	6.8%	6.5%
Grade 1	87	15.7%	7.0%	7.0%	87	15.7%	7.0%	7.0%
Grade 2	91	16.4%	7.7%	7.3%	91	16.4%	7.7%	7.3%
Grade 3	104	18.7%	7.8%	7.2%	104	18.7%	7.7%	7.2%
Grade 4	94	16.9%	7.1%	7.2%	94	16.9%	7.1%	7.2%
Grade 5	108	19.5%	7.2%	7.2%	108	19.5%	7.2%	7.2%
Ethnic Distribution								
African American	258	46.5%	60.1%	12.8%	258	46.5%	60.1%	12.8%
Hispanic	98	17.7%	27.6%	53.2%	98	17.7%	27.6%	53.2%
White	142	25.6%	6.9%	25.0%	142	25.6%	6.9%	25.0%
American Indian	3	0.5%	0.3%	0.3%	3	0.5%	0.2%	0.3%
Asian	26	4.7%	2.6%	5.4%	26	4.7%	2.6%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	28	5.0%	2.3%	3.1%	28	5.0%	2.3%	3.1%
Sex								
Female	292	52.6%	49.5%	48.9%	292	52.6%	49.6%	48.8%
Male	263	47.4%	50.5%	51.1%	263	47.4%	50.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	354	63.8%	83.7%	62.3%	354	63.8%	83.6%	62.2%
Non-Educationally Disadvantaged	201	36.2%	16.3%	37.7%	201	36.2%	16.4%	37.8%
Section 504 Students	27	4.9%	6.3%	7.2%	27	4.9%	6.3%	7.2%
EB Students/EL	27	4.9%	16.1%	24.4%	27	4.9%	16.1%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.6%	1.9%				
Students w/ Dyslexia	12	2.2%	3.8%	6.0%	12	2.2%	3.8%	6.0%
Foster Care	3	0.5%	0.5%	0.2%	3	0.5%	0.5%	0.2%
Homeless	9	1.6%	2.8%	1.4%	9	1.6%	2.8%	1.4%
Immigrant	11	2.0%	2.6%	2.9%	11	2.0%	2.6%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	555	100.0%	98.0%	65.7%	555	100.0%	98.0%	65.7%
Military Connected	42	7.6%	2.2%	3.9%	42	7.6%	2.2%	3.9%
At-Risk	241	43.4%	55.2%	53.2%	241	43.4%	55.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	25	4.5%	15.7%	24.5%	25	4.5%	15.7%	24.4%
Career and Technical Education	0	0.0%	22.5%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	72.9%	73.3%	-	-	-	-

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Texas Education Agency
2023-24 Student Information (TAPR)
 CURTIS EL (123910105) - BEAUMONT ISD - JEFFERSON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Gifted and Talented Education	38	6.8%	6.8%	8.5%	38	6.8%	6.7%	8.5%
Special Education	70	12.6%	11.3%	13.9%	70	12.6%	11.4%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	70							
Students with Intellectual Disabilities	21	30.0%	36.5%	45.7%				
Students with Physical Disabilities	20	28.6%	23.9%	18.9%				
Students with Autism	17	24.3%	22.1%	16.2%				
Students with Behavioral Disabilities	12	17.1%	16.7%	17.6%				

Students with Non-Categorical Early Childhood				
	0	0.0%	0.8%	1.7%
Mobility (2022-23)				
Total Mobile Students	89	18.4%	24.8%	16.1%
African American	50	10.3%	17.4%	3.4%
Hispanic	13	2.7%	4.7%	8.5%
White	15	3.1%	1.8%	3.1%
American Indian	2	0.4%	0.1%	0.1%
Asian	5	1.0%	0.3%	0.5%
Pacific Islander	0	0.0%	0.0%	0.0%
Two or More Races	4	0.8%	0.6%	0.5%
Special Ed Students who are Mobile	16	25.4%	26.0%	17.6%
Count and Percent of EB Students/EL who are Mobile	6	23.1%	16.9%	16.3%
Count and Percent of Econ Dis Students who are Mobile	60	22.0%	24.8%	18.6%
Student Attrition (2022-23)				
Total Student Attrition	54	13.0%	22.0%	18.1%

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	3.1%	1.1%	1.3%	0.0%	2.3%	3.9%
Grade 1	1.5%	2.7%	2.1%	10.0%	4.9%	3.3%
Grade 2	2.4%	2.5%	1.3%	7.7%	2.9%	1.6%
Grade 3	2.7%	2.4%	0.7%	0.0%	1.3%	0.7%
Grade 4	0.0%	0.4%	0.4%	0.0%	1.2%	0.5%
Grade 5	0.0%	1.1%	0.2%	0.0%	1.3%	0.3%

Texas Education Agency
2023-24 Staff Information (TAPR)
CURTIS EL (123910105) - BEAUMONT ISD - JEFFERSON COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	50.9	100.0%	100.0%	100.0%
Professional Staff	37.6	74.0%	55.3%	63.9%
Teachers	31.0	60.8%	39.6%	48.3%
Professional Support	3.0	5.9%	10.0%	11.1%
Campus Administration (School Leadership)	3.7	7.2%	4.0%	3.3%
Educational Aides	13.2	26.0%	13.0%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	7.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	38.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	20.2	39.7%	72.1%	54.4%
Teachers by Ethnicity				
African American	6.0	19.3%	51.5%	12.6%
Hispanic	3.0	9.7%	7.5%	30.1%
White	22.0	71.0%	37.4%	53.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	3.0%	2.1%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	1.3%
Teachers by Sex				
Males	1.0	3.2%	23.1%	24.5%
Females	30.0	96.8%	76.9%	75.5%
Teachers by Highest Degree Held				
No Degree	1.8	5.7%	6.5%	2.5%
Bachelors	23.0	74.2%	67.5%	71.7%
Masters	6.2	20.1%	24.8%	24.9%
Doctorate	0.0	0.0%	1.2%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.8	5.7%	12.1%	8.7%
1-5 Years Experience	8.9	28.8%	36.3%	27.4%

6-10 Years Experience	6.5	21.0%	14.8%	20.2%
11-20 Years Experience	8.8	28.3%	20.7%	27.1%
21-30 Years Experience	3.0	9.7%	10.5%	13.7%
Over 30 Years Experience	2.0	6.5%	5.6%	3.0%
Number of Students per Teacher	17.9	n/a	18.1	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
CURTIS EL (123910105) - BEAUMONT ISD - JEFFERSON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	8.0	7.2	6.0
Average Years Experience of Principals with District	4.0	5.3	5.1
Average Years Experience of Assistant Principals	1.0	5.8	5.1
Average Years Experience of Assistant Principals with District	1.0	5.4	4.3
Average Years Experience of Teachers	11.0	10.0	11.1
Average Years Experience of Teachers with District	8.6	7.5	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$50,360	\$40,476	\$54,272
1-5 Years Experience	\$51,616	\$49,319	\$58,185
6-10 Years Experience	\$55,455	\$55,186	\$61,494
11-20 Years Experience	\$55,931	\$57,138	\$65,219
21-30 Years Experience	\$59,067	\$60,762	\$69,723
Over 30 Years Experience	\$71,800	\$66,823	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$55,599	\$52,911	\$62,474
Professional Support	\$57,615	\$65,737	\$73,783
Campus Administration (School Leadership)	\$71,288	\$73,350	\$86,738
Instructional Staff Percent	n/a	62.0%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	179.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	3.1	10.2%	5.4%	6.0%
Career and Technical Education	0.0	0.0%	2.9%	5.5%
Compensatory Education	0.0	0.0%	0.4%	3.1%
Gifted and Talented Education	0.0	0.0%	1.0%	1.6%
Regular Education	26.5	85.6%	78.6%	69.8%
Special Education	1.2	4.0%	7.1%	10.3%
Other	0.1	0.2%	4.5%	3.7%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Curtis Elementary students are performing below state averages in reading and math, with 45% meeting grade level in reading and 40% in math, compared to state averages of 54% and 46%.

Inconsistent rigor and alignment in classroom instruction: While many students are reaching "Approaches" level, far fewer reach "Meets" or "Masters" (e.g., 71% Approaches in reading, but only 45% Meets and 19% Masters This indicates instruction is could often be focused on surface-level skills or foundational skills rather than deep comprehension, problem solving, and higher-order thinking.

 = Priority

Student Learning

Summary

STAAR 2025 Results

(Masters = Above Grade Level | Meets = On Grade Level | Approaches = Not Yet on Grade Level but On Pace with Quality Instruction)

Grade	Subject	Approaches	Meets	Masters
5th	Math	70%	42%	19%
5th	Reading	85%	61%	29%
5th	Science	66%	30%	6%
4th	Math	61%	35%	12%
4th	Reading	75%	48%	20%
3rd	Math	63%	40%	20%
3rd	Reading	73%	55%	22%

mCLASS End-of-Year (EOY) Reading Assessment – 2024–2025

Grade	At/Above Grade Level	Below Grade Level	Well Below Grade Level
2nd	61%	11%	28%
1st	64%	10%	26%
Kindergarten	75%	7%	18%

NWEA MAP End-of-Year (EOY) Math Assessment – 2024–2025

Grade	Tier 1	Tier 2	Tier 3
2nd	57%	24%	19%
1st	43%	27%	30%
Kindergarten	70%	16%	14%

Summary of Findings

Based on STAAR 2025, mCLASS Reading, and NWEA MAP Math EOY data:

- The majority of Sallie Curtis Elementary students are performing At or Above Grade Level or are on pace to reach grade level within one year with continued quality instruction.
- Data indicates strong foundational literacy development in early grades and steady progress in mathematics as students advance.
- Instructional priorities will continue to focus on closing achievement gaps, accelerating Tier 2 and Tier 3 learners, and increasing the percentage of students achieving the “Meets” and “Masters” levels on STAAR.

Strengths

Campus Strengths – Sallie Curtis Elementary

Sallie Curtis Elementary uses multiple data sources to determine student growth and achievement, including STAAR, mCLASS, NWEA MAP, district assessments, interim (STAAR) assessments, teacher-generated tests, and

teacher observations.

Teachers also use a variety of formative assessments—such as exit tickets, journal entries, and homework assignments—to gauge student progress and adjust instruction as needed.

Early Literacy Foundation (Grades K–2)

mCLASS End-of-Year (EOY) Reading Assessment – 2024–2025

Grade	At/Above Grade Level	Below Grade Level	Well Below Grade Level
Kindergarten	75%	7%	18%
1st Grade	64%	10%	26%
2nd Grade	61%	11%	28%

These results indicate that early literacy instruction is a campus strength. Students are showing strong performance in foundational reading skills, phonics, and phonemic awareness.

This success reflects the effective use of small-group instruction, targeted interventions, and explicit phonics routines in primary classrooms.

Reading Achievement in Intermediate Grades (Grades 3–5)

STAAR 2025 Reading Results

Grade	Approaches	Meets	Masters
5th	85%	61%	29%
4th	75%	48%	20%
3rd	73%	55%	22%

Reading continues to be a strength across the grade levels, with a consistent vertical alignment in instruction. A high percentage of students perform at or above grade level, and many demonstrate readiness for advanced comprehension skills.

The implementation of the Bluebonnet curriculum, RACES writing responses, and small-group reading instruction has contributed to growth and consistency from one grade level to the next.

Math Growth in Early Grades

NWEA MAP End-of-Year (EOY) Math Assessment – 2024–2025

Grade	Tier 1	Tier 2	Tier 3
Kindergarten	70%	16%	14%
1st Grade	43%	27%	30%
2nd Grade	57%	24%	19%

Kindergarten and 2nd-grade data demonstrate strong foundational numeracy skills and number sense. Students are showing readiness in key areas such as counting, basic operations, and mathematical reasoning, providing a solid base for continued growth in upper grades.

STAAR 2025 Results – Mathematics & Science

Grade	Subject	Approaches	Meets	Masters
5th	Math	70%	42%	19%
5th	Science	66%	30%	6%
4th	Math	61%	35%	12%
3rd	Math	63%	40%	20%

The 2025 STAAR results show steady growth and upward momentum in mathematics.

Students are developing conceptual understanding, problem-solving skills, and application of math strategies introduced in earlier grades.

Science results reflect a strong foundation in scientific vocabulary and processes, hands-on learning, and content-based discussions.

Student Subgroup Success

- White and Hispanic students outperform campus averages in both Reading and Math, with several subgroups meeting or exceeding 70% at the *Meets* performance level.
- Emergent Bilingual students show promising growth potential, particularly in Reading, with 83% of 4th-grade EB students performing at or above *Approaches* level.
- Subgroup gains demonstrate that targeted instruction, academic vocabulary support, and bilingual scaffolds are contributing to student progress and closing learning gaps.

Instructional Practices & Teacher Use of Data

Teachers consistently use multiple data measures—including campus assessments, district benchmarks, and ongoing formative checks—to guide instruction and intervention.

This data-driven culture supports real-time adjustments to teaching and ensures lessons are aligned with student needs.

Instructional strategies such as exit tickets, journal reflections, collaborative learning, and differentiated small groups have strengthened both engagement and academic achievement.

Summary of Findings

- Reading achievement remains a campus-wide strength with consistent performance from 3rd–5th grades.
- Early literacy instruction is effective and aligned with foundational reading expectations.
- Primary-grade math performance indicates strong conceptual readiness for future success.
- Subgroup performance trends highlight growth and equity progress, particularly among Hispanic and Emergent Bilingual students.
- Teachers demonstrate a commitment to using data to drive instruction, interventions, and enrichment.
- The majority of students are at or above grade level or on pace to reach grade level within one year through high-quality instruction and continued support.

- Strengthen Math fluency and conceptual understanding through manipulatives and small-group practice.
- Deepen Reading comprehension with daily discussion, RACES writing, and AR progress checks.
- Improve Science readiness through labs, vocabulary spirals, and cross-grade collaboration.
- Focus on closing subgroup gaps through culturally responsive teaching and intentional small groups.
- Build Writing integration across all subjects with clear expectations and modeled examples.
- Use data meetings and progress tracking tools to ensure timely interventions and instructional adjustments.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students struggle with higher-order comprehension; only 18-29% reached Masters on STAAR Reading.	Limited opportunities for students to engage in deep discussion and written responses that require evidence and reasoning due to a greater focus on foundational skills.
2★	Black/African American and SPED students perform 15-30 points below campus averages across subjects.	Inconsistent differentiation and culturally responsive teaching to meet the academic and linguistic needs of all learners.
3	Student data in screeners in K, 1, and 2 shows an increase of tier 2 and 3 students, indicating foundation gaps may not be adequately addressed within grades 1 and 2.	Lack of targeted intervention supports year-over-year to address foundational needs.
4	Only 12-20% of students achieved Masters on STAAR Math (3rd = 20%, 4th = 12%, 5th = 19%), limiting advanced academic growth.	Limited opportunities for enrichment, open-ended problem solving, and application of higher-order math reasoning due to a greater focus on foundational skills.

★ = Priority

School Processes & Programs

Summary

Sallie Curtis Elementary School Processes and Programs Summary

Sallie Curtis Elementary School is staffed by a team of highly qualified and dedicated professionals committed to academic excellence and student well-being. Our teaching staff represents a wide range of certifications, diverse instructional strengths, and decades of combined educational experience. In addition to our certified teachers, we are supported by exceptional paraprofessionals, custodians, and cafeteria staff who all play vital roles in educating and nurturing our students each day.

Teacher Support and Professional Collaboration

Teachers new to the Curtis campus are paired with a campus mentor who provides guidance, support, and encouragement as they acclimate to our school culture. Additionally, teachers collaborate weekly in Professional Learning Communities (PLCs) to share best practices, align instruction, analyze assessment data, and plan for rigorous and engaging lessons. PLCs also serve as an important source of connection for new teachers, helping them feel part of the Curtis family from day one.

Our PLC structure provides ongoing support for teachers with the implementation of the Bluebonnet Curriculum. A Great Minds representative visits monthly to assist with the rollout of the new math curriculum, providing modeling, coaching, and opportunities for teachers to internalize lessons. Professional development is also delivered through both in-person sessions and technology-based platforms such as Google Classroom and Zoom, allowing for flexibility and accessibility.

Teachers are encouraged to grow as leaders by serving on campus committees, sponsoring clubs, and facilitating campus events. Staff accomplishments are recognized regularly during morning announcements, through email shoutouts, ClassDojo posts, Facebook highlights, and in the Principal's weekly newsletter.

To promote morale and connection, we host a Monthly Motivation Treat/Celebration—a social opportunity designed to show appreciation, build relationships, and uplift staff throughout the school year.

Instructional Practices and Technology Integration

At Sallie Curtis, instructional creativity is both encouraged and celebrated. Teachers utilize a variety of research-based strategies that foster critical thinking, problem-solving, collaboration, and effective communication—skills that are essential for success in today's world. Technology is intentionally integrated into instruction across all grade levels, and we are proud to be a 1:1 campus, providing each student access to a Chromebook or Chrome Tablet for daily learning.

Our commitment to innovation extends into STEM (Science, Technology, Engineering, and Math) education. Through our Curtis Cardinal NEST and STEM Club, students engage in hands-on exploration and inquiry. Each nine weeks, all grade levels complete a STEM-based project, and students participate in schoolwide events such as the Cardboard Challenge, Business Fair, Wax Museum, and Science/STEM Showcase.

To enhance learning and provide data for intervention, teachers utilize instructional programs including MyOn, Amira, Zearn and other assessment tools. In lower grades, a structured phonics program supports early literacy and word comprehension. Reading engagement is also cultivated through the Accelerated Reader (AR) program and the district's ROAR volunteer initiative, where community members read with students needing additional support.

Intervention, Enrichment, and Data-Driven Decision Making

Sallie Curtis Elementary is committed to meeting the needs of all learners through targeted interventions and enrichment opportunities. Students receive small-group instruction and benefit from the use of co-teachers during intervention blocks. Following benchmark assessments, grade-level teams participate in data meetings to monitor progress, identify learning gaps, and plan next steps for instruction.

A key focus for the 2025–2026 school year is strengthening structured intervention in grades K–2, ensuring that foundational reading and math skills are addressed systematically during the school day. This time will also be used to extend learning opportunities for our highly able learners, offering enrichment experiences that challenge and engage.

Students are further supported through computer-based diagnostic programs that monitor progress on basic skills and help teachers make informed decisions about tiered interventions.

Social-Emotional Learning (SEL) and Student Leadership

Sallie Curtis recognizes that academic success is deeply connected to emotional well-being. Continued emphasis is placed on Social and Emotional Learning (SEL) to help students build positive relationships, manage emotions, and strengthen peer and staff connections.

In addition, our 5th grade students serve as leaders and mentors through a program that pairs them with Kindergarten classrooms. This initiative fosters confidence, empathy, and responsibility in older students, while providing support and encouragement for our youngest learners.

Gifted & Talented, Competitions, and Extracurricular Programs

Students are challenged through our Gifted and Talented (GT) program offered in grades K–5. Fifth-grade GT students participate in the Future Problem Solving Program, where teams engage in competitions that require innovative thinking and real-world problem-solving. Curtis students also compete in UIL academic contests, developing confidence and a healthy sense of competition.

Fine Arts, Physical Education, and Enrichment

All students receive weekly instruction in Art, Music, Physical Education, and Library. Our PE program incorporates the FitnessGram assessment for students in grades 3–5, measuring endurance, flexibility, strength, and body composition. Each student receives a personalized report comparing their performance with peers of the same age and providing suggestions for improvement. These results also allow students to reflect on their own growth from year to year.

Transition to Middle School

Our 5th Grade Transition Plan ensures that students are emotionally and academically prepared for middle school. Teachers intentionally build independence, responsibility, and resilience throughout the year. During the spring semester, instruction becomes increasingly rigorous and project-based, mirroring middle school expectations.

Students are exposed to 6th grade TEKS after STAAR testing to ensure readiness for the next grade level. They also participate in orientation visits to their zoned middle school and meet with middle school counselors and fine arts staff who visit the Curtis campus. These experiences help ease anxiety and empower students with confidence as they prepare for their next academic chapter.

Campus Leadership and Decision-Making Processes

The Campus Educational Improvement Committee (CEIC) meets regularly to review campus data, monitor progress toward goals, and make informed decisions that support student success. Grade-level PLCs convene weekly, while grade-level leads meet with the principal and assistant principal as needed to discuss curriculum, instruction, and student support.

The Administrative Team meets informally each day for quick “check-ins” and conducts formal planning meetings every Friday to ensure alignment of instruction, operations, and campus goals.

Conclusion

Sallie Curtis Elementary embodies the spirit of “One Team, One Dream”, fostering a culture of excellence, collaboration, and care. Through intentional professional learning, innovative instruction, and a strong focus on student growth and well-being, our school community works collectively to ensure that every student has the opportunity to thrive academically, socially, and emotionally.

Strengths

School Processes and Programs – Strengths Leadership, Collaboration, and Data-Driven Culture

Sallie Curtis Elementary School Campus #123910105

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- Strong, collaborative Administrative Team that provides consistent feedback to teachers through formal and informal walkthroughs.
- Campus leadership groups (Administrative Team, CEIC, Grade-Level Leads) meet regularly to discuss issues, review data, and plan for improvement.
- Professional Learning Communities (PLCs) meet weekly to plan instruction, share strategies, internalize lessons, and analyze student performance data.
- Regular data meetings are held after each assessment period to tier students, identify instructional priorities, and plan targeted interventions.
- Strong focus on data-driven instruction across all grade levels.
- High expectations are maintained for both students and staff, promoting a culture of accountability and excellence.

Teacher Support, Mentorship, and Retention

- Highly qualified and experienced staff, including a strong group of special education professionals who effectively meet diverse student needs.
- High staff retention rate, contributing to stability, consistency, and a positive school culture.
- Strong campus mentor program provides new teachers—both experienced and first-year—with guidance and support to quickly learn school procedures and expectations.
- Strong student teacher partnerships through Lamar University, offering authentic, hands-on experience; many student teachers transition into permanent staff roles already familiar with campus systems and expectations.
- Ongoing professional development provided through monthly campus meetings, online platforms (Google Classroom, Zoom), and external opportunities ensures staff remain current on best practices.
- Staff recognition and incentive programs celebrate achievements through announcements, ClassDojo, newsletters, and social media, fostering motivation and morale.

Instructional Programs and Technology Integration

- 1:1 technology access—each student has a Chromebook or Chrome Tablet for daily use in instruction.
- Consistent integration of technology-based instructional programs including Accelerated Reader, MyOn, Flocabulary, and BrainPOP, which enhance engagement, track progress, and support differentiated learning.
- STEM-based instruction is embedded across grade levels through quarterly projects, STEM Club, and the Curtis Cardinal NEST, encouraging inquiry and problem-solving.
- Teachers encouraged to practice instructional creativity, incorporating critical thinking, communication, and collaboration strategies into daily lessons.

Intervention and Student Support Systems

- Well-organized RTI (Response to Intervention) program includes intentional team meetings after each benchmark assessment to evaluate data, tier students, and plan interventions.
- Consistent use of computer-based diagnostics and benchmark assessments to monitor growth and inform instruction.
- Use of co-teaching models and small-group instruction during intervention blocks ensures targeted academic support.
- Comprehensive K–2 intervention plan strengthens foundational literacy and numeracy skills, with enrichment time built in for highly able learners.

Culture, Climate, and Professional Community

- Campus culture anchored in the “One Team, One Dream” vision, promoting unity, shared accountability, and a supportive environment.
- Monthly Motivation Treats/Celebrations designed to build community, foster morale, and maintain positive relationships.
- Social-Emotional Learning (SEL) activities emphasize student well-being, peer relationships, and self-regulation.
- 5th Grade Mentor Program pairs upper-grade leaders with Kindergarten students, encouraging responsibility, empathy, and school pride.

Student Enrichment and Opportunities

- Gifted & Talented (GT) program provides enrichment and advanced learning experiences for K–5 students.
- Future Problem Solvers program engages 5th grade students in real-world problem-solving and competitive academic experiences.
- Students participate in UIL competitions, promoting academic confidence and school spirit.
- Well-rounded Fine Arts and Physical Education programs, including FitnessGram testing in grades 3–5, support physical and creative growth.
- Active encouragement of STEM and cross-curricular projects (Wax Museum, Business Fair, Science/STEM Showcase) strengthens engagement and extends learning beyond the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
★

While teachers consistently plan collaboratively and implement the Bluebonnet Curriculum, there is inconsistent internalization and delivery of instruction across grade levels, resulting in variations in lesson quality, rigor, and alignment to student needs.

Teachers need continued support in fully internalizing curriculum lessons, using data to guide small-group instruction, and maintaining consistency in planning and instructional delivery across grade levels.

★ = Priority

Perceptions

Summary

Sallie Curtis Elementary School – Perceptions Summary

Sallie Curtis Elementary School staff members work diligently to foster an inviting, safe, and motivational learning environment where all students can thrive. Our goal is to create a culture of belonging and excellence built on mutual respect, collaboration, and high expectations. We value our families as essential partners in education and actively seek their input and involvement in shaping our school community.

Family and Community Engagement

Family communication and collaboration are cornerstones of our success. Parents are informed and engaged through multiple platforms, including ClassDojo, our school website, social media, automated call-outs, and the “From the Principal’s Desk” newsletter. Each teacher maintains a ClassDojo classroom page to share updates, celebrate student successes, and seek parent input.

Parent voice and involvement are also integrated through our Campus Educational Improvement Committee (C.E.I.C.), which includes staff, parents, and community members who meet regularly to discuss school initiatives and provide feedback on programs, processes, and goals.

Sallie Curtis Elementary is also supported by an outstanding and active PTA, which consistently contributes to campus improvement, student incentives, and staff appreciation efforts. For the 2024–2025 school year, we expanded volunteer participation through the addition of Dads on Campus, a group of fathers who regularly volunteer and serve as positive role models for our students.

We are proud of our ongoing partnerships with local businesses and community organizations, who contribute resources, incentives, and support to enhance the student experience. The campus is continuing to seek additional business and community partnerships to expand resources, provide recognition for staff and students, and strengthen real-world connections for learning.

Sallie Curtis also collaborates with Lamar University through its Residency Program, providing teacher candidates the opportunity to learn from our experienced educators while contributing meaningful instructional support within classrooms. Many Lamar residents later join the Curtis staff as full-time educators, already familiar with the campus culture, routines, and instructional expectations.

Throughout the year, Curtis hosts multiple parent and community engagement events designed to strengthen the home–school partnership and celebrate student learning. These include:

- Curtis Carnival
- Book Fairs
- Literacy Night
- Math Night
- Science Night
- STAAR Night
- Veterans Day
- Grandparents’ Day, and more

Each of these events provides parents with opportunities to connect with staff, celebrate student success, and participate in fun, family-centered learning experiences.

Student Engagement, Behavior, and Campus Climate

Sallie Curtis Elementary maintains high expectations for both students and staff. Educators are expected to model professionalism and uphold the values of the Curtis community, while students are encouraged to demonstrate responsibility, respect, and leadership.

Our campus implements Positive Behavioral Interventions and Supports (PBIS) through the CHAMPS framework to ensure consistent behavior expectations across all classrooms and common areas. These proactive strategies emphasize safety, respect, and accountability, contributing to a calm and structured environment where students can focus on learning.

Positive behavior is reinforced through our Colt Ticket Incentive System. Students who make excellent “Colt Choices” earn tickets that are entered into weekly prize drawings for rewards such as Lunch with the Principal, Office Aide for the Day, Free Dress Passes, Extended Recess, or participation in the Morning Announcements. All staff members distribute PBIS tickets to recognize positive behavior, helping to create a culture where effort and character are celebrated.

Clubs, Organizations, and Student Leadership

In addition to academics, Sallie Curtis offers a wide range of extracurricular activities that enrich the student experience and promote leadership development. These include:

- Student Council
- National Elementary Honor Society (NEHS)
- STEM Club
- U.I.L. Academic Teams
- Basketball, Soccer, and Cheerleading

Participation in these activities helps students develop teamwork, responsibility, and self-confidence while strengthening their connection to school.

Attendance and Schoolwide Incentives

Sallie Curtis Elementary maintains strong community support for education and believes that regular attendance is essential for academic success.

- 2024–2025 Attendance Rate: 93.31%
- 2025–2026 Attendance Goal: 95%

While overall attendance rates remain stable, the campus seeks to reduce the number of late arrivals and early dismissals, which reduce valuable instructional time.

Attendance incentives are used to encourage consistent daily attendance:

- Perfect Attendance Recognition each grading period, with students invited to a celebration event.
- End-of-Year Field Trip for students who maintain perfect attendance all year.
- Perfect Attendance Trophies are presented during end-of-year awards ceremonies.

These recognitions promote responsibility and highlight the importance of commitment to learning.

Campus Culture and Outlook

Sallie Curtis Elementary continues to build a positive, inclusive culture that aligns with our motto: “One Team, One Dream.” Through intentional communication, collaborative decision-making, family engagement, and community partnerships, we are committed to ensuring that every student experiences success academically, socially, and emotionally.

Our staff’s dedication, professionalism, and shared vision make Sallie Curtis a place where students are challenged, supported, and celebrated each day.

Strengths

Perceptions – Strengths

- **Positive Campus Culture:**

Sallie Curtis Elementary fosters an inviting, safe, and motivational learning environment where staff, students, and families feel valued and connected. The “One Team, One Dream” mindset promotes unity, collaboration, and collective responsibility for student success.
- **Strong Family and Community Engagement:**

The campus maintains open and consistent communication with families through ClassDojo, social media, newsletters, call-outs, the campus website, and the “From the Principal’s Desk” monthly update. Parents are also engaged through the Campus Educational Improvement Committee (CEIC), which provides input on decision-making and program effectiveness.
- **Highly Active PTA:**

The PTA is extremely active and supportive, sponsoring numerous student events, providing lunches and classroom supplies for staff, and contributing gift cards and incentives throughout the year. Their involvement strengthens morale and community connection.
- **Strong Volunteer and Community Partnerships:**

The campus benefits from a committed group of volunteers and business partners, including PACs (Parent Action Committees) and Dads on Campus, who regularly assist with school events and serve as positive role models for students. Additional partnerships with local organizations and businesses provide incentives, resources, and mentorship opportunities.
- **University Collaboration and Teacher Pipeline:**

The partnership with Lamar University provides student residents valuable classroom experience while supporting instruction. Many Lamar residents transition into full-time teachers at Curtis, already familiar with school culture and expectations.
- **Comprehensive Behavior and Climate Programs:**

Programs such as Restorative Practices, Social and Emotional Learning (SEL), Lunch Buddies, and PBIS-based CHAMPS systems help promote a positive, safe, and respectful campus climate. These initiatives support student well-being, reduce behavioral incidents, and enhance academic engagement.
- **Positive Behavior Recognition System:**

Through the Colt Ticket Incentive Program, students demonstrating positive behavior earn recognition and rewards such as Lunch with the Principal, Extended Recess, Office Aide for the Day, or Free Dress Days, reinforcing a positive schoolwide climate.
- **Extensive Parent and Community Events:**

A wide range of events bring families into the school community, including Curtis Carnival, Book Fairs, Literacy Night, Math Night, Science Night, STAAR Night, Parent Involvement Day, Grandparents’ Day, and more. End-of-year celebrations such as the Mother–Son Kickball, 5th Grade Day, Father/Daughter dance and Awards Programs provide meaningful family engagement and community connection.
- **Student Leadership and Extracurricular Opportunities:**

Students have multiple avenues for leadership and involvement beyond the classroom, including Student Council, National Elementary Honor Society (NEHS), STEM Club, U.I.L. Academic Teams, Basketball, Soccer, and Cheerleading. These programs build confidence, collaboration, and school pride.

- **Strong Fine Arts and Physical Education Programs:**
Music and Art programs encourage creativity and frequently involve family participation through concerts, exhibits, and showcases. The Physical Education (P.E.) program provides students with diverse physical experiences and promotes lifelong fitness and wellness habits.
- **Attendance Recognition and Incentives:**
Students with perfect attendance are recognized each grading period with celebration events and awards. Those who maintain perfect attendance for the year receive special trophies and a dedicated end-of-year field trip, reinforcing the importance of daily attendance.
- **High Staff Dedication and Professionalism:**
Staff members are committed to professionalism, continuous improvement, and maintaining high expectations for themselves and their students. Their collective effort ensures a safe, nurturing, and academically rich environment for all learners.

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

While Sallie Curtis Elementary has strong family and community involvement, parent participation in academic events and consistent student attendance remains an area of need. Frequent tardies and early pick-ups continue to reduce valuable instructional time.

Campus efforts to engage families in academic-focused events and attendance initiatives need to be more intentional and structured, with consistent follow-up and targeted communication to promote participation and reduce instructional time loss.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students struggle with higher-order comprehension; only 18-29% reached Masters on STAAR Reading.

Limited opportunities for students to engage in deep discussion and written responses that require evidence and reasoning due to a greater focus on foundational skills.

2
★

Black/African American and SPED students perform 15-30 points below campus averages across subjects.

Inconsistent differentiation and culturally responsive teaching to meet the academic and linguistic needs of all learners.

3
★

Curtis Elementary students are performing below state averages in reading and math, with 45% meeting grade level in reading and 40% in math, compared to state averages of 54% and 46%.

Inconsistent rigor and alignment in classroom instruction: While many students are reaching "Approaches" level, far fewer reach "Meets" or "Masters" (e.g., 71% Approaches in reading, but only 45% Meets and 19% Masters This indicates instruction is could often be focused on surface-level skills or foundational skills rather than deep comprehension, problem solving, and higher-order thinking.

4
★

While teachers consistently plan collaboratively and implement the Bluebonnet Curriculum, there is inconsistent internalization and delivery of instruction across grade levels, resulting in variations in lesson quality, rigor, and alignment to student needs.

Teachers need continued support in fully internalizing curriculum lessons, using data to guide small-group instruction, and maintaining consistency in planning and instructional delivery across grade levels.

★ = 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
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results



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

The percent of Kindergarten students meeting grade level criterion on the mClass assessment in Reading will increase from 53% in August 2025 to 57% by May 2026.

Evaluation Data Source: mClass Assessment Beginning of Year (BOY) Data (Baseline)
mClass Assessment End of Year (EOY) Data

Strategy 1

On-going training opportunities will be provided to kindergarten teachers in RLA instructional best practices through: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting - internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the RLA curriculum.

Staff Responsible for Monitoring: Instructional Coach, AP and Principal

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

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Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the RLA curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement.
AP and Principal will monitor implementation.

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

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Strategy 3

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

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Performance Objective 2 High Priority HB3 Goal

The percent of 1st Grade students meeting grade level criterion on the mClass assessment in Reading will increase from 47% in August 2025 to 51% by May 2026.

Evaluation Data Source: mClass Assessment Beginning of Year (BOY) Data (Baseline)
mClass Assessment End of Year (EOY) Data

Strategy 1

On-going training opportunities will be provided to first-grade teachers in RLA instructional best practices through: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting -targeted coaching sessions for uncertified teacher and new to the grade level teacher -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the RLA curriculum.

Staff Responsible for Monitoring: Instructional Coach, AP and Principal

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

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Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the RLA curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement. AP and Principal will monitor implementation.

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

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Strategy 3

Provide a variety of intervention opportunities that include a dedicated intervention block and campus-based tutorials for identified students.

Strategy's Expected Result/Impact: Students will increase their foundational skills to close key gaps in learning.

Staff Responsible for Monitoring: Hired tutorial staff will implement tutorials. Coach, AP, and Principal will monitor the implementation of the intervention block and tutorials.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

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Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

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March

June

Performance Objective 3 High Priority HB3 Goal

The percent of 2nd Grade Students meeting grade level criterion on the mClass assessment in Reading will increase from 57% in August 2025 to 61% by May 2026.

Evaluation Data Source: mClass Assessment Beginning of Year (BOY) Data (Baseline)
mClass Assessment End of Year (EOY) Data

Strategy 1

On-going training opportunities will be provided to second-grade teachers in RLA instructional best practices through: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting - internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the RLA curriculum.

Staff Responsible for Monitoring: Instructional Coach, AP and Principal

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

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the RLA curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement.
AP and Pricipal will monitor implementation.

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

January

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June

Strategy 3

Provide a variety of intervention opportunities that include a dedicated intervention block and campus-based tutorials for identified students.

Strategy's Expected Result/Impact: Students will increase their foundational skills to close key gaps in learning.

Staff Responsible for Monitoring: Hired tutorial staff will implement tutorials. Coach, AP, and Principal will monitor the implementation of the intervention block and tutorials.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

January

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June

Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

January

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Performance Objective 4 High Priority HB3 Goal

The percent of 3rd Grade students who score Meets grade level or above on STAAR Reading will increase from 55% in May 2025 to 64% in May 2026.

Evaluation Data Source: mClass EOY 2nd Grade Data (baseline) for end goal setting

Strategy 1

On-going training opportunities will be provided to third-grade teachers in RLA instructional best practices through: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting - internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the RLA curriculum.

Staff Responsible for Monitoring: Instructional Coach, AP and Principal

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

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the RLA curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement. AP and Prinicpal will monitor implementation.

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

January

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June

Strategy 3

Provide a variety of intervention opportunities that include a dedicated intervention block and campus-based tutorials for identified students.

Strategy's Expected Result/Impact: Students will increase their foundational skills to close key gaps in learning.

Staff Responsible for Monitoring: Hired tutorial staff will implement tutorials. Coach, AP, and Principal will monitor the implementation of the intervention block and tutorials.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

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June

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

The percent of Kindergarten students meeting grade level criterion on the NWEA Map Math Assessment will increase from 63% in August 2025 to 67% by May 2026.

Evaluation Data Source: NWEA Map Math Assessment Beginning of Year (BOY) Data
NWEA Map Math Assessment End of Year (EOY) Data

Strategy 1

On-going training opportunities will be provided to kindergarten teachers in math instructional best practices: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting -targeted coaching sessions for uncertified teacher and new to the grade level teacher -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -flexible support sessions for Bluebonnet Math with approved provider coach -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the math curriculum.

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

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

Formative Reviews

Some Progress

November

January

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June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals to support the implementation of the newly adopted Bluebonnet Math curriculum.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the math curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement.
AP and Principal will monitor implementation.

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

January

March

June

Strategy 3

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

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June

Performance Objective 2 High Priority HB3 Goal

The percent of 1st Grade students meeting grade level criterion on the NWEA Map Math Assessment will increase from 79% in August 2025 to 83% by May 2026.

Evaluation Data Source: NWEA Map Math Assessment Beginning of Year (BOY) Data
NWEA Map Math Assessment End of Year (EOY) Data

Strategy 1

On-going training opportunities will be provided to first-grade teachers in math instructional best practices: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting -targeted coaching sessions for uncertified teacher and new to the grade level teacher -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -flexible support sessions for Bluebonnet Math with approved provider coach -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the math curriculum.

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

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals to support the implementation of the newly adopted Bluebonnet Math curriculum.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the math curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement. AP and Principal will monitor implementation.

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

January

March

June

Strategy 3

Provide a variety of intervention opportunities that include a dedicated intervention block and campus-based tutorials for identified students.

Strategy's Expected Result/Impact: Students will increase their foundational skills to close key gaps in learning.

Staff Responsible for Monitoring: Hired tutorial staff will implement tutorials. Coach, AP, and Principal will monitor the implementation of the intervention block and tutorials.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 3 HB3 Goal

The percent of 2nd Grade students meeting grade level criterion on the NWEA Map Math Assessment will increase from 58% in August 2025 to 62% by May 2026.

Evaluation Data Source: NWEA Map Math Assessment Beginning of Year (BOY) Data
NWEA Map Math Assessment End of Year (EOY) Data

Strategy 1

On-going training opportunities will be provided to second-grade teachers in math instructional best practices: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -flexible support sessions for Bluebonnet Math with approved provider coach -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the math curriculum.

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

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

Formative Reviews

No Progress

November

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals to support the implementation of the newly adopted Bluebonnet Math curriculum.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the math curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement.
AP and Pricnipal will monitor implementation.

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

January

March

June

Strategy 3

Provide a variety of intervention opportunities that include a dedicated intervention block and campus-based tutorials for identified students.

Strategy's Expected Result/Impact: Students will increase their foundational skills to close key gaps in learning.

Staff Responsible for Monitoring: Hired tutorial staff will implement tutorials. Coach, AP, and Principal will monitor the implementation of the intervention block and tutorials.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

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Performance Objective 4 HB3 Goal

The percent of 3rd Grade students who score Meets grade level or above on STAAR Math will increase from 40% in May 2025 to 48% in May 2026.

Evaluation Data Source: STAAR Math 3rd Grade Data

Strategy 1

On-going training opportunities will be provided to third-grade teachers in math instructional best practices: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting -targeted coaching sessions for uncertified teacher and new to the grade level teacher -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -flexible support sessions for Bluebonnet Math with approved provider coach -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the math curriculum.

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

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals to support the implementation of the newly adopted Bluebonnet Math curriculum.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the math curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement. AP and Principal will monitor implementation.

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

January

March

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Strategy 3

Provide a variety of intervention opportunities that include a dedicated intervention block and campus-based tutorials for identified students.

Strategy's Expected Result/Impact: Students will increase their foundational skills to close key gaps in learning.

Staff Responsible for Monitoring: Hired tutorial staff will implement tutorials. Coach, AP, and Principal will monitor the implementation of the intervention block and tutorials.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

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

80% of gifted and talented students who complete the Texas Performance Standards Project will meet or exceed the proficient score on the project rubric's Research, Critical Thinking, and Communication domains.

Evaluation Data Source: Texas Performance Standards Project Rubric Data

Strategy 1

Provide targeted training to gifted and talented teachers in preparing for and integrating Texas Performance Standards in instructional delivery.

Strategy's Expected Result/Impact: Teachers will be able to effectively implement the standards to prepare students for success.

Staff Responsible for Monitoring: The campus gifted and talented coordinator will facilitate and monitor.

Formative Reviews

No Progress

November

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

At least 85% of teachers will post at least one class update (photos, events, announcements) per week on ClassDojo.

Evaluation Data Source: ClassDojo Reports

Strategy 1

Provide training to all teachers and Dojo users on the platform

Strategy's Expected Result/Impact: Staff will understand how to utilize the platform and be able to effectively utilize the platform.

Staff Responsible for Monitoring: Principal and AP

Formative Reviews

Some Progress

November

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Strategy 2

Conduct staff spotlights to celebrate those reaching the expectation and encourage others to meet the standard as well.

Strategy's Expected Result/Impact: Continued and increased usage of the platform.

Staff Responsible for Monitoring: Principal and AP

Formative Reviews

Some Progress

November

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Performance Objective 2

The number of students who report being able to self-regulate will increase 5% points from baseline data to EOY data from the SECA survey by the end of the 25-26 school year.

Strategy 1

Social-emotional learning, guidance lessons, and small-group curriculum focused on positive youth development will be implemented.

Strategy's Expected Result/Impact: Provide curriculum and learning experiences that engage, challenge, and empower students

Staff Responsible for Monitoring: Counselor, wellness coordinator, and behavior interventionist will implement and facilitate. Principal and AP will monitor.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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

The percent of 4th Grade students who score Meets grade level or above on STAAR Math will increase from 35% in May 2025 to 48% in May 2026.

Evaluation Data Source: STAAR Math 4th Grade 2026 Data
STAAR Math 3rd Grade 2025 Cohort Data (baseline) for target goal setting

Strategy 1

On-going training opportunities will be provided to fourth-grade teachers in math instructional best practices: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting -targeted coaching sessions for uncertified teacher and new to the grade level teacher -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -flexible support sessions for Bluebonnet Math with approved provider coach -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the math curriculum.

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

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals to support the implementation of the newly adopted Bluebonnet Math curriculum.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the math curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement.
AP and Principal will monitor implementation.

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

January

March

June

Strategy 3

Implement accelerated learning components with target students with approved HB1416 materials through school day interventions and tutorials.

Strategy's Expected Result/Impact: Students will increase their foundational skills and close key gaps in learning.

Staff Responsible for Monitoring: The campus leadership team will monitor.

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 2

The percent of 5th Grade students who score Meets grade level or above on STAAR Math will increase from 42% in May 2025 to 44% in May 2026.

Evaluation Data Source: STAAR Math 5th Grade 2026 Data
STAAR Math 4th Grade 2025 Cohort Data (baseline) for target goal setting

Strategy 1

On-going training opportunities will be provided to fifth-grade teachers in math instructional best practices: -implementation of practice clinics based on observational data during faculty or

weekly planning meetings -modeling strategies during weekly planning meeting -targeted coaching sessions for uncertified teacher and new to the grade level teacher -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -flexible support sessions for Bluebonnet Math with approved provider coach -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the math curriculum.

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

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

Formative Reviews

Some Progress

November

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals to support the implementation of the newly adopted Bluebonnet Math curriculum.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the math curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement. AP and Principal will monitor implementation.

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

January

March

June

Strategy 3

Implement accelerated learning components with target students with approved HB1416 materials through school day interventions and tutorials.

Strategy's Expected Result/Impact: Students will increase their foundational skills and close key gaps in learning.

Staff Responsible for Monitoring: The campus leadership team will monitor.

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 3

The percent of 4th Grade students who score Meets grade level or above on STAAR Reading will increase from 48% in August 2025 to 59% in May 2026.

Evaluation Data Source: STAAR Reading 4th Grade 2026 Data
STAAR Reading 3rd Grade 2025 Cohort Data (baseline) for target goal setting

Strategy 1

On-going training opportunities will be provided to fourth-grade teachers in RLA instructional best practices through: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting -targeted coaching sessions for uncertified teacher and new to the grade level teacher -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the RLA curriculum.

Staff Responsible for Monitoring: Instructional Coach, AP and Principal

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

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the RLA curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement. AP and Principal will monitor implementation.

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

January

March

June

Strategy 3

Implement accelerated learning components with target students with approved HB1416 materials through school day interventions and tutorials.

Strategy's Expected Result/Impact: Students will increase their foundational skills and close key gaps in learning.

Staff Responsible for Monitoring: The campus leadership team will monitor.

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Implement quarterly vertical alignment planning and needs sessions to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 4

The percent of 5th Grade students who score Meets grade level or above on STAAR Reading will increase from 61% in August 2025 to 63% in May 2026.

Evaluation Data Source: STAAR Reading 5th Grade 2026 Data
STAAR Reading 4th Grade 2025 Cohort Data (baseline) for target goal setting

Strategy 1

On-going training opportunities will be provided to fifth-grade teachers in RLA instructional best practices through: -implementation of practice clinics based on observational data during faculty or weekly planning meetings -modeling strategies during weekly planning meeting -targeted coaching sessions for new to the grade level teacher -internalization and annotation specific offerings (in person and asynchronous online) -after-school professional development sessions (as needed) -Peer-to-peer observations for both same grade level and vertical alignment

Strategy's Expected Result/Impact: Teachers will be more proficient in planning for and implementing the RLA curriculum.

Staff Responsible for Monitoring: Instructional Coach, AP and Principal

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

January

March

June

Strategy 2

Implement weekly planning meetings aligned to internalization protocols that include lesson rehearsals.

Strategy's Expected Result/Impact: Teachers will become more proficient in implementing the RLA curriculum, which will in turn improve student achievement.

Staff Responsible for Monitoring: Instructional coach will implement.
AP and Principal will monitor implementation.

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

January

March

June

Strategy 3

Implement accelerated learning components with target students with approved HB1416 materials through school day interventions and tutorials.

Strategy's Expected Result/Impact: Students will increase their foundational skills and close key gaps in learning.

Staff Responsible for Monitoring: The campus leadership team will monitor.

Formative Reviews

Some Progress

November

January

March

June

Strategy 4

Implement vertical alignment planning and needs sessions each semester to support alignment and progressive skill building as a campus

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the progression of student skills and strategies to address those needs.

Staff Responsible for Monitoring: Principal, AP, Coach

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 5

Increase student attendance from 93.3% in the 2024-2025 school year to 95% in the 2025-2026 school year.

Evaluation Data Source: Attendance reports

Strategy 1

Plan attendance recognition celebrations for classrooms and grade levels focused on both perfect attendance and growth in attendance rates.

Strategy's Expected Result/Impact: Increase student attendance percentages

Staff Responsible for Monitoring: Principal, AP, and PEIMS Clerk.

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 6

Decrease classroom interruptions, disruptions, and distractions as evidenced by a reduction in referrals by 10%.

Evaluation Data Source: Referral Data
Branching Minds

Strategy 1

On-going training opportunities will be provided to all teachers around classroom management, behavior support strategies, and -implementation of practice clinics based on observational data during faculty or weekly planning meetings -targeted coaching sessions for identified teachers as needed -after-school professional development sessions (as needed) -Peer-to-peer observations

Strategy's Expected Result/Impact: Teachers will have a deeper understanding of classroom management and behavior responses, which will contribute to a stronger classroom environment.

Staff Responsible for Monitoring: Principal, Behavior Interventionist, Wellness Coordinator

Formative Reviews

Some Progress

November

January

March

June



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