

# Beaumont Independent School District



## Odom Academy

## 2025-2026 Campus Improvement Plan

# Mission Statement

As a community, staff, stakeholders, students, and parents, we will create an environment that is conducive to the success and growth of all of our learners.

# Vision

With the support of a professional and progressive staff, we will provide a secure and supportive environment. While building meaningful relationships, we will teach a relevant curriculum that challenges our students to excel.

# Value Statement

As a faculty and campus we have adopted a series of statements that define the values of Odom Academy. It is important to note that these "Building Norms", as we refer to them, are posted in every classroom and expected to be upheld by the students, faculty, and administration. The values of Odom Academy are as follows:

- Everyone is responsible for his/her actions-good or bad.
- We all work to build rapport and respect inside and outside of class.
- Success sometimes takes multiple attempts.
- We all need to set and achieve both short and long term goals.
- Organization and accountability are goals for success.
- We learn best when we formulate, share, answer our own questions, and explore creative solutions.

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# Comprehensive Needs Assessment

# Demographics

## Summary

John P. Odom Academy has approximately 819 students enrolled. The population is made up of 60% African American, 33% Hispanic, 3% Asian, 3% White, and 2% Two or more races. Students from Economically Disadvantaged households comprise 82 percent of Odom's total student population, based on qualifying free and reduced lunch applications submitted. The campus has 765 certified staff. Resources assigned to the campus include a full time Behavior Interventionist, one Student Wellness Coordinator, and a full time police officer. The campus houses a part time diagnostician and a speech therapist to service the students.

[Data Documentation](#)

## Strengths

1. John P Odom Academy Middle School's staff is 83% certified.
2. John P Odom Academy Middle School maintained an attendance percentage 95%.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



John P. Odom Academy Middle School implementation of strategies for ESL students is inconsistent.

A large amount of EL students are not being serviced by ESL certified teachers in the reading classroom.

 = Priority

# Student Learning

## Summary

John P Odom Academy Middle School services students in a regular education program, the honors program, pegasus program, and additional special programs. Students in the advanced programs (Honors and Pegasus) are allowed to take core courses one and two years ahead of their chronological age recommendation. The campus offers high school credits, which allows the Pegasus students to enter high school as a sophomore. The campus also has a Fine Arts Magnet Program. Fifty-four percent of the students are enrolled in advanced classes. Twenty percent of the students are enrolled in the Fine Arts Magnet.

## Strengths

1. Sixth grade math STAAR scores at the approaches level increased by 9%, at meets it increased by 7% and the increase was 5% at the mastery level from 2024 to 2025.
2. Seventh grade math STAAR scores increased by 10% at approaches, 6% at meets and 1% at masters level from 2024 to 2025.
3. Eighth grade math STAAR scores increased from 11% to 22% at the mastery level from 2024 to 2025.
4. 100% of the students scored at meets on the Bilogy STAAR.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	6th grade reading scores on STAAR decreased from 35% to 25% at the meets level on STAAR 2025 compared to STAAR 2024.	Lack of consistent personnel to teach 6th grade reading courses.
2 ★	7th grade reading scores on STAAR decreased from 58% to 51% at meets level on STAAR 2025 compared to STAAR 2024.	Lack of consistent personnel to teach 7th grade reading courses.

★ = Priority

# School Processes & Programs

## Summary

John P. Odom Academy has several programs to support our curriculum:

- IXL
- Accelerated Reader
- Online textbooks
- Google Classroom
- Flocabulary
- Mathia
- Manuver in the Middle
- Summit K-12

We use data to inform campus-based decisions, including professional development and training needs. We have incorporated 90 minute blocks in math and reading classes to allow for intervention services. Teachers also offer before-school tutorial programs, Math and Science contest classes, Robotics, Makerspace classes, and FPS classes to accommodate a wide-range of student abilities and interests. John Odom Academy Middle School implements social-emotional lessons in classrooms taught by the campus counselors and Student Wellness Coordinator weekly. Student enrollment in our dyslexia and ESL programs has increased. The campus also incorporated 1:1 technology

## Strengths

1. Every student enrolled has access to a chromebook for instruction.
3. Building protocols reduced major infractions by 27% from 2024.

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>7th Grade Math class only yielded 11% passing on the 7th Grade STAAR Math.</p>	<p>The campus did not provide sufficient support and professional development to personnel via PLCs and coaching sessions .</p>
<p><b>2</b></p> <p>Only 29% of the 7th and 8th grade students scored at the mastery level on the EOC Algebra 1 STAAR 2025.</p>	<p>The campus did not provide sufficient support and professional development to personnel via PLCs and coaching sessions .</p>

★ = Priority

# Perceptions

## Summary

Several initiatives are in place to enhance the culture and climate such as nine weeks incentive days, student council initiatives, locker murals created by the art students, student grade level meetings, performance band, school musical, staff department meetings, staff grade level meetings, increased on campus supervision. The Parent-Teacher Association monthly participation increased. Increased pride among students by having student lead announcements that included the Wildcat statement, the Pledge of Allegiance, the State Pledge, and morning announcements. Hallway transitions have been streamlined so that one way hallways have been implemented. Student walking lanes have been added for students move about the campus safely.

## Strengths

1. Over 85% percent of the students choose to follow the District and campus Student Code of Conduct.
2. Ninety percent of our students were academically successfully.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause


1



Only 72% of the teachers returned from the 2024-2025 school year to teach the 2025-2026 year.

There is a lack of consistent procedures, expectations and communication across the campus.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Only 72% of the teachers returned from the 2024-2025 school year to teach the 2025-2026 year.

There is a lack of consistent procedures, expectations and communication across the campus.

2  
★

6th grade reading scores on STAAR decreased from 35% to 25% at the meets level on STAAR 2025 compared to STAAR 2024.

Lack of consistent personnel to teach 6th grade reading courses.

3  
★

7th grade reading scores on STAAR decreased from 58% to 51% at meets level on STAAR 2025 compared to STAAR 2024.

Lack of consistent personnel to teach 7th grade reading courses.

4  
★

7th Grade Math class only yielded 11% passing on the 7th Grade STAAR Math.

The campus did not provide sufficient support and professional development to personnel via PLCs and coaching sessions .

5  
★

John P. Odom Academy Middle School implementation of strategies for ESL students is inconsistent.

A large amount of EL students are not being serviced by ESL certified teachers in the reading classroom.

★ = 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- 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
- 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
- T-TESS data

## Parent/Community Data

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

## Support Systems and Other Data

- Communications data



# Goals

# Goal 1

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

## Performance Objective 1

John P Odom Academy Middle School will increase 7th Grade Reading STAAR performance from 51% Meets to 61% Meets by June 2026.

**Evaluation Data Source:** Benchmarks, Interim Assessment, District Assessments, Teacher Generated Assessments, STAAR 2026

### Strategy 1

Provide intervention support via Targeted Intervention for students who did not meet expectations on STAAR 2025.

**Strategy's Expected Result/Impact:** Increase student achievement,

**Staff Responsible for Monitoring:** 7th Grade Reading Teachers, Reading Coach, Title 1 Tutor

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

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

#### Formative Reviews

November

January

March

June

### Strategy 2

Provided professional development and extended planning time and assistance for the 7th grade RLA teachers to increase the rigor and student engagement.

**Strategy's Expected Result/Impact:** Increase student achievement.

**Staff Responsible for Monitoring:** 7th Grade Reading Teachers, Reading Coach, District Supervisor

**Funding Sources:** Region V, Content Supervisor Title I, Part A, \$5,000

**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

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### Strategy 3

Teachers will implement small group instruction to rectify gaps and address individual student needs.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** 7th Grade Reading Teachers, Reading Coach, RLA Assist. Principal.

**Funding Sources:** Teachers Title I, Part A, \$25,000

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

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

### Formative Reviews

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### Strategy 4

Conduct regular campus walk-throughs, of reading instruction, with district campus support teams using a digital feedback program/platform.

**Strategy's Expected Result/Impact:** Increase students' achievement

**Staff Responsible for Monitoring:** Administration Team, Reading Coach, Dept. of Innovation

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

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## Performance Objective 2

John P Odom Academy Middle School will have 40% of their 6th grade students perform at Meets on the Reading STAAR June 2026.

### Strategy 1

Provided professional development to increase engagement and rigor for the 6th grade RLA teachers.

**Strategy's Expected Result/Impact:** Increase student achievement at the meets level.

**Staff Responsible for Monitoring:** Reading Coach, Reading Teachers, RLA Assist. Principal, Principal

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

#### Formative Reviews

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### Strategy 2

Retired teachers will implement small group instruction to rectify learning gaps and address individual student needs.

**Strategy's Expected Result/Impact:** Increased student achievement at the meets level on STAAR 2026.

**Staff Responsible for Monitoring:** Reading Coach, Reading Teachers, RLA Assist. Principal

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

#### Formative Reviews

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### Performance Objective 3

At least 65% of the EB students at Odom Academy will score at advance level on TELPAS reading on STAAR 2026.

**Evaluation Data Source:** Benchmarks, Interim Assessment, TELPAS data

### Strategy 1

Provided writing professional development for the 7th grade RLA teachers.

**Strategy's Expected Result/Impact:** Increase student achievement at meets level on STAAR.

**Staff Responsible for Monitoring:** Reading Coach, Reading Teachers, RLA Assist. Principal, Principal

**Funding Sources:** Region 5 Title I, Part A, \$5,000

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

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

**Formative Reviews**

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**Strategy 2**

District strategic planning opportunities will be provided during the school year to address identified low-performing areas.

**Strategy's Expected Result/Impact:** Increased student achievement at the meets level on STAAR.

**Staff Responsible for Monitoring:** Reading Coach, Reading Teachers, RLA Assist. Principal, Dept. of Innovation

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

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

**Formative Reviews**

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# 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

John P Odom Academy Middle School will increase EOC Algebra 1 STAAR performance from 72% Meets to 85% Meets by June 2026.

**Evaluation Data Source:** Benchmarks, 2026 STAAR data, Interim Assessments, District Assessments

### Strategy 1

Teachers will follow agendas created for PLCs and bring notes, scripted lessons, Know/show charts, ect... to the PLC

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Math teachers, Math Department Chair, Principal

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

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

#### Formative Reviews

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### Strategy 2

Teachers will implement small group instruction to recitfy learning gaps and address individual student needs.

**Strategy's Expected Result/Impact:** Student Achievement and increased problem solving skills.

**Staff Responsible for Monitoring:** Math teachers, Math Department Chair, Principal

**Funding Sources:** Teachers Title I, Part A, \$20,000

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

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

#### Formative Reviews

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### Strategy 3

Conduct weekly observations schedule to ensure math teachers are given timely feedback. Utilize Schoolmint Grow to track teacher progress and frequency of coaching cycles. Develop professional development/practice clinics to address trends in O/F data

**Strategy's Expected Result/Impact:** Increased student engagement and achievement.

**Staff Responsible for Monitoring:** Math Department Chair, Principal, Math Supervisor, Bluebonnet training

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

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

#### Formative Reviews

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### Performance Objective 2

John P Odom Academy Middle School will increase 8th Grade Math STAAR performance from 48% Meets to 55% Meets by June 2026.

**Evaluation Data Source:** Benchmarks, 2026 STAAR data, Interim Assessments, District Assessments, Teacher generated Exit tickets

### Strategy 1

Teachers will utilize scripted daily lesson presentations to support the fidelity of implementation (Bluebonnet)

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Math teachers, Math Coach, Principal, Math Supervisor

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

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

#### Formative Reviews

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### Strategy 2

100% of students grades 6-8 will be assessed three times a year (BOY, MOY, EOY) using a district approved screener. The data will be used to identify targeted skills to be addressed during intervention.

**Strategy's Expected Result/Impact:** Increased Student Achievement

**Staff Responsible for Monitoring:** Math teachers, Math Department Chair, Principal

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

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

### Formative Reviews

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## Strategy 3

WPM build in opportunities for rehearsals and refinement of lessons. Teachers will be provided support as they internatlize the daily lessons.

**Strategy's Expected Result/Impact:** Increased individual student growth.

**Staff Responsible for Monitoring:** Math teachers, Math Department Chair, Principal

### Formative Reviews

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## Performance Objective 3 High Priority

John P Odom Academy Middle School will increase 6th Grade Math 2026 STAAR performance from 29% Meets to 40% Meets by June 2026.

**Evaluation Data Source:** Benchmark testing, IXL, STAAR 2026, District Assessments, Teacher generated Exit tickets.

## Strategy 1

WPM build in opportunities for rehearsals and refinement of lessons. Teachers will be provided support as they internatlize the daily lessons.

**Strategy's Expected Result/Impact:** Increased individual student growth

**Staff Responsible for Monitoring:** Math teachers, Math Department Chair, Principal

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

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## Strategy 2

Teachers will utilize scripted daily lesson presentations to support the fidelity of implementation (Bluebonnet)

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Math teachers, Math Department Chair, Bluebonnet trainer, District Supervisor

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

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# Goal 3

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

## Performance Objective 1

John P Odom Academy Middle School will successfully enroll 100% of 8th grade students in a CTE class by June 2026.

**Evaluation Data Source:** Transcripts

### Strategy 1

Review student transcripts at the end of each school year and survey students regarding their long term goals.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** CTE teachers, Counselors

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

#### Formative Reviews

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### Strategy 2

Partner with students from Lamar University to mentor 8th grade students.

**Strategy's Expected Result/Impact:** Increase student interest in a variety of careers

**Staff Responsible for Monitoring:** CTE Teachers, Counselors, Lamar University Mentors

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

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

#### Formative Reviews

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### Strategy 3

Provide field experience for students to explore different careers through career day at district

sponsored event.

**Strategy's Expected Result/Impact:** Increase student interest in a variety of careers

**Staff Responsible for Monitoring:** CTE Teachers, Counselors

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

**Formative Reviews**

**November**

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**Performance Objective 2**

John P. Odom will Increase the number of college related activities from 6 to 8 by June 2026.

**Evaluation Data Source:** BOY interest survey, EOY interest survey

**Strategy 1**

Implement College awareness day each month. Students will wear a shirt or paraphernalia the first and third Wednesday of each month.

**Strategy's Expected Result/Impact:** Increase student interest in a variety of institutions of higher learning.

**Staff Responsible for Monitoring:** Counselors

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

**Formative Reviews**

**November**

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**June**

**Strategy 2**

Counselors will spotlight at least 4 universities bi-monthly.

**Strategy's Expected Result/Impact:** Increase student interest in an institution of higher learning.

**Staff Responsible for Monitoring:** Counselors, Impact Committee

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

## Formative Reviews

November

January

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June

### Strategy 3

Conduct three college tours for 8th grade students. Students will visit 2 institutions of higher learning.

**Strategy's Expected Result/Impact:** Increased student awareness of employment opportunities.

**Staff Responsible for Monitoring:** Counselors, Principal, 8th grade teachers.

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

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

## Formative Reviews

November

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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. (Community, Parent, Teacher, and Student Perception, SEL, Discipline, Safety Measures)

## Performance Objective 1

John P. Odom Academy Middle School will increase student attendance and student engagement from 94% to 96% by the end of June 2026.

**Evaluation Data Source:** Attendance records, student activities list

### Strategy 1

Provide weekly newsletters to parents and students.

**Strategy's Expected Result/Impact:** Create a positive perception of the campus.

**Staff Responsible for Monitoring:** Counselors, Impact Committee, Incentive Committee

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

#### Formative Reviews

November

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### Strategy 2

Create a Student Advisory & Incentive Committee.

**Strategy's Expected Result/Impact:** Increase the percentage of students that have a positive middle school experience.

**Staff Responsible for Monitoring:** Incentive Committee, Impact Committee

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

#### Formative Reviews

November

January

March

June

### Strategy 3

Create opportunities for students to demonstrate leadership skills. Students will demonstrate achievement and share experiences by participating in U.I.L. , Math and Science competitions.

**Strategy's Expected Result/Impact:** Increase the percentage of studentsw that have a positive middle school experience.

**Staff Responsible for Monitoring:** Impact Committee, UIL Committee

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

#### Formative Reviews

November

January

March

June

### Performance Objective 2

John P. Odom Academy Middle School will increase staff attendance from 94% to 97% by the end of June 2026.

**Evaluation Data Source:** Attendance Records

### Strategy 1

Recognize staff members for high attendance percentages each month.

**Strategy's Expected Result/Impact:** Increase staff attendance

**Staff Responsible for Monitoring:** Secretary, PEIMS Clerk

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

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

#### Formative Reviews

November

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### Performance Objective 3 High Priority

John P. Odom Academy Middle School will decrease the number of inappropriate behavior referrals by 15% by June 2026.

**Evaluation Data Source:** TEAMS, Branching Minds, Monthly Discipline Data & Strategies

### Strategy 1 Additional Targeted Support Strategy

Provide training so that CRD is implemented with fidelity.

**Strategy's Expected Result/Impact:** Decreased the number of repeat offenders.

**Staff Responsible for Monitoring:** APs, CRD coordinator, AP Clerk, Behavior Interventionist

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

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

### Formative Reviews

No Progress

**November**

**January**

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**June**

## Strategy 2

Provide activities and incentives for students who exhibit appropriate behavior.

**Strategy's Expected Result/Impact:** Increase the number of students who adhere to campus policies and procedures.

**Staff Responsible for Monitoring:** Incentive committee, Principal

**Funding Sources:** Incentives, Rewards Title I, Part A, \$2,000

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

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

### Formative Reviews

No Progress

**November**

**January**

**March**

**June**

## Performance Objective 4

John P. Odom Academy Middle School will increase the percentage of students, who feel safe at school, from 44% to 56%.

**Evaluation Data Source:** Vision Survey

## Strategy 1

Schedule additional time and resources for student support from the Behavior Interventionist and Wellness Coordinator.

**Strategy's Expected Result/Impact:** Decrease in student negative disruptions which will create a safe environment for all students.

**Staff Responsible for Monitoring:** Behavior Interventionist, Student Wellness Coordinator, Counselors, Principal.

**Funding Sources:** Incentives Title I, Part A, \$1,000

**Title I:** 2.5.3

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

**Formative Reviews**

No Progress

**November**

**January**

**March**

**June**

# Goal 5

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

## Performance Objective 1

John P. Odom Academy Middle School will increase student achievement by 15% in all STAAR content areas by June 2026.

**Evaluation Data Source:** District benchmarks and state assessment

### Strategy 1

Increase the number of minutes of instruction in 6th grade math and reading classes to ensure effective implementation of the curriculum.

**Strategy's Expected Result/Impact:** Increase student achievement and engagement.

**Staff Responsible for Monitoring:** Instructional coaches, counselors, principal

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

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

#### Formative Reviews

November

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### Strategy 2

Incorporate computer-based programs and technology for students failing in core subjects.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Instructional coaches, teachers, department chairpersons

**Funding Sources:** Social Studies, Math and Reading Resources Title I, Part A, \$40,000

**TEA Priorities:** Improve low-performing schools

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

#### Formative Reviews

November

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### Strategy 3

Provide Saturday School to students who are working below grade level on STAR 360 and failing at least one core subject.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Administration, counselor, teachers, instructional coach

**Funding Sources:** Teachers, computer programs, technology Title I, Part A, \$30,000

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

#### Formative Reviews

November

January

March

June

### Strategy 4

Provide staff development for math teachers implementing Carnegie Math.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Teachers, administration, math supervisor, instructional coach

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

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

#### Formative Reviews

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# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Bullying Prevention	Randall Maxwell	10/17/2024	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	10/17/2024	D'Lana Barbay	10/30/2024