

Beaumont Independent School District



Pathways Learning Center

2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Pathways Learning Center serves as the district's Disciplinary Alternative Educational Program (DAEP). As part of the general discipline reform in BISD, there is consensus to assign fewer students to the DAEP for a longer period of time; therefore, most students are assigned for 60 days instead of the 20, 30, or 40 days of prior years, hopefully representing increased capacity on home campuses to intervene with students who have established a pattern of poor behavior choices.

COVID -19 of course, suppressed in-person attendance, and mandated physical distancing for those students in actual attendance on home campuses. This minimized the frequency of misconduct on home campuses and resulted in less than 80 placements to Pathways for the School Year, compared to over 400 the year before. The vast majority were placements for Code of Conduct violations, with fewer Chapter 37 Discretionary or Mandatory placements as a % than in prior years. District-initiated reforms, such as the implementation of Multi-Tiered systems of behavior interventions for 21/22 will hopefully continue to impact home campuses' abilities to handle Code of Conduct violations in-house with the intended beneficial effect of minimizing Pathways referrals.

Five students who committed Aggravated Assault for which they were expelled. They were remanded to Pathways to serve out the terms of their expulsions.

Pathways occupies an interesting and critical position in the district in that it serves as a hub of contact with home campuses, parents, multiple district departments, students, service providers, and organs of law enforcement in an effort to build and implement effective behavior modification. It is thus a type of clearinghouse to identify problematic student issues and then coordinate and/or direct a response.

The relative fewer number of students assigned to Pathways in 2020/2021 did not stress and thus test campus-based systems. However, it is clear that an ethos of uniform and consistent implementation of discipline systems must inhere Pathways practices in 2021/2022.

Strengths

The previous Pathways principal did an excellent job in hiring qualified/certified staff to fill open positions.

Pathways has a teaching team with a variety of backgrounds, years of service, and teaching strengths. This mix hopefully will have a synergistic effect on team-building and instructional rigor.

Pathways will be able to center in its high school program in 21/22 multiple teachers who have a math strength. Pathways will leverage this collective capability to provide individual and small group interventions, especially in the ramp-up to STAAR testing.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Approximately 40 % of students entering Pathways have gaps/deficiencies in various programming categories, which are identified upon enrollment.	Academic gaps are due to inconsistent attendance, mobility, and a lack of targeted interventions.
2	20 % of high school teachers are still not competent or adept in the facilitator model of instructional delivery.	The facilitator model is not aligned with most teachers' mental map of what constitutes classroom instruction. Staff reports that they had little input into the transition to this model; thus they have only some buy-in and not much faith in its efficacy.
3	Communication between Pathways and the home campuses, especially in regards to behavior plans, transition plans, and Special Populations, is never exact and often not timely. Though this area has greatly improved in past years, it is not yet perfected.	There are multiple moving parts to coordinate between multiple campuses. This is complicated by differing timelines, turnover in staff, changes in law and policy, and various other factors. It may be exacerbated by the non-participation of parents and/or students in programming. The nature of any bureaucracy is to be irrational; the genius of leadership is to bring order to that chaos.

★ = Priority

Student Learning


Summary

Due to the transient character of student placement to and from Pathways, it is difficult to collect data with validity. Students stay a relatively short period at Pathways; thus, it is difficult to assign responsibility /credit for student success or failures. As a practical matter, STAAR scores are reported back to home campuses.

Strengths

Strengths can be more easily identified once a viable population of students are served in a normal school year.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<p>1 20 % of high school teachers are still not competent or adept in the facilitator model of instructional delivery.</p>	<p>The facilitator model is not aligned with most teachers' mental map of what constitutes classroom instruction. Staff reports that they had little input into the transition to this model; thus they have only some buy-in and not much faith in its efficacy.</p>
<p>2  Approximately 40 % of students entering Pathways have gaps/deficiencies in various programming categories, which are identified upon enrollment.</p>	<p>Academic gaps are due to inconsistent attendance, mobility, and a lack of targeted interventions.</p>
<p>3 Communication between Pathways and the home campuses, especially in regards to behavior plans, transition plans, and Special Populations, is never exact and often not timely. Though this area has greatly improved in past years, it is not yet perfected.</p>	<p>There are multiple moving parts to coordinate between multiple campuses. This is complicated by differing timelines, turnover in staff, changes in law and policy, and various other factors. It may be exacerbated by the non-participation of parents and/or students in programming. The nature of any bureaucracy is to be irrational; the genius of leadership is to bring order to that chaos.</p>

 = Priority

School Processes & Programs

Summary

Instructional/Curricular: Middle School students follow a traditional schedule with subject-based teachers providing instruction. One difference is that students stay in one classroom with the teachers rotating. This minimizes student movement and thus the potential for disruption, and optimizes availability of time for instruction. High School students also stay in one room all day, but are taught by one teacher in the facilitator model through the Edgenuity platform. This also minimizes student movement, optimizes time on task, but also serves the purpose of attempting to establish a teacher-student relationship.

Organizational: Incoming students and parents must attend an orientation in which the Pathways program is explained. This includes an overview of student management techniques Pathways employs, but its real intent is to reinforce 1) our mutual goals of returning the student back to home campus as soon as possible; 2) the critical need for communication and coordination between the home campus, Pathways, and the parent/student team; and 3) a problem-solving approach in resolving problems and promoting strategies for success.

Personnel: The previous principal was able to hire to provide a 100% complete teaching staff, which was a huge factor in providing a DAEP program of integrity and fidelity.

Administrative: Campus Leadership will continue to build communication and coordination processes with home campus and other district departments for the purpose of providing a seamless continuum of services for students transiting back and forth from home campuses to Pathways.

Strengths

A complete teacher staff was integral to building uniform expectation for staff procedures and programming.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 20 % of high school teachers are still not competent or adept in the facilitator model of instructional delivery.</p>	<p>The facilitator model is not aligned with most teachers' mental map of what constitutes classroom instruction. Staff reports that they had little input into the transition to this model; thus they have only some buy-in and not much faith in its efficacy.</p>
<p>2 ★ Approximately 40 % of students entering Pathways have gaps/deficiencies in various programming categories, which are identified upon enrollment.</p>	<p>Academic gaps are due to inconsistent attendance, mobility, and a lack of targeted interventions.</p>
<p>3 Communication between Pathways and the home campuses, especially in regards to behavior plans, transition plans, and Special Populations, is never exact and often not timely. Though this area has greatly improved in past years, it is not yet perfected.</p>	<p>There are multiple moving parts to coordinate between multiple campuses. This is complicated by differing timelines, turnover in staff, changes in law and policy, and various other factors. It may be exacerbated by the non-participation of parents and/or students in programming. The nature of any bureaucracy is to be irrational; the genius of leadership is to bring order to that chaos.</p>

★ = Priority

Perceptions

Summary

With the exception of one teacher who is retiring, the teaching staff at Pathways will return intact for 21/22. The reduced student referral rate to Pathways also reduced stress on teachers and staff.

A new principal was assigned for 20/21. Themes he emphasized with faculty and staff were:

- a. Regardless of behavior difficulties, all students deserve exceptional pedagogy. Indeed, Pathways students are in the greatest need of exceptional teachers.
- b. The challenges presented by Pathways students help create the fertile conditions for teachers to build exceptional pedagogical skill sets. Thus Pathways teachers should become exemplars of outstanding pedagogy for their peers in the district.
- c. To help with this, focus on doing the simple things well. This will set the conditions for continuous improvement.
- d. Be team players.


With students and parents, the leadership emphasized:

- a. Taking care of business/doing the simple things well/ returning to home campus with additional strengths.
- b. Identifying problems and potential solutions, whether they are academic, behavior or socially based. Reamy on the BISD team


Strengths

There appears to be a balance of experienced with newer teachers which builds staff vitality.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p>1 20 % of high school teachers are still not competent or adept in the facilitator model of instructional delivery.</p>	<p>The facilitator model is not aligned with most teachers' mental map of what constitutes classroom instruction. Staff reports that they had little input into the transition to this model; thus they have only some buy-in and not much faith in its efficacy.</p>
<p>2  Approximately 40 % of students entering Pathways have gaps/deficiencies in various programming categories, which are identified upon enrollment.</p>	<p>Academic gaps are due to inconsistent attendance, mobility, and a lack of targeted interventions.</p>
<p>3 Communication between Pathways and the home campuses, especially in regards to behavior plans, transition plans, and Special Populations, is never exact and often not timely. Though this area has greatly improved in past years, it is not yet perfected.</p>	<p>There are multiple moving parts to coordinate between multiple campuses. This is complicated by differing timelines, turnover in staff, changes in law and policy, and various other factors. It may be exacerbated by the non-participation of parents and/or students in programming. The nature of any bureaucracy is to be irrational; the genius of leadership is to bring order to that chaos.</p>

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Approximately 40 % of students entering Pathways have gaps/deficiencies in various programming categories, which are identified upon enrollment.

Academic gaps are due to inconsistent attendance, mobility, and a lack of targeted interventions.

★ = 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
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Equity data
- T-PESS data

Parent/Community Data

- 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 percentage of 3rd-grade students who score at or above grade level on STAAR Reading will increase from 16% to 55% by June 2030.

Performance Objective 1 High Priority

The secondary student will increase sibling oral fluency, targeting 3rd-grade achievement by partner reading at home 3 to 7 days of each week.

Evaluation Data Source: We will measure BOY, MOY, and EOY of 3rd grade 360 to gauge student achievement

Strategy 1 Targeted Support Strategy Results Driven Accountability

Staff will identify students with elementary-level siblings and provide home-school connections indicating desired outcomes for reading.

Strategy's Expected Result/Impact: Student district reading assessment scores will increase.

Staff Responsible for Monitoring: The administrative team and reading teacher.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November

January

March

June

Goal 2

The percentage of 3rd-grade students who score at or above grade level on STAAR Math will increase from 26% to 52% by June 2030.

Performance Objective 1 High Priority

The secondary student will increase sibling fact fluency, targeting 3rd-grade achievement by reviewing fact families at home 3 to 7 days each week.

Evaluation Data Source: We will measure BOY, MOY, and EOY of 3rd grade 360 to gauge student achievement.

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

Staff will identify students with elementary-level siblings and provide home-school connections indicating desired outcomes for math.

Strategy's Expected Result/Impact: Student district math assessment scores will increase.

Staff Responsible for Monitoring: The administrative team and math teacher.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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 HB3 Goal

Provide a program that provides 100% of Pathways High School students with CCMR resources.

Strategy 1 Targeted Support Strategy Results Driven Accountability

Each student enrolling in Pathways will have his/her transcript evaluated by the Pathways counselor to identify any CCMR issues, and if so, initiate dialogue with the student, parent(s), and home campus to promote a solution.

Strategy's Expected Result/Impact: Students will return to their home campus with CCMR goals clarified and resources.

Staff Responsible for Monitoring: Principal/Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy Results Driven Accountability

The administrative team, including the campus counselor, will aid in increasing Pathways High School student awareness of CCMR opportunities and resources.

Strategy's Expected Result/Impact: Pathways High School students will exit Pathways Learning Center with a better understanding of the benefits and opportunities provided to them through CCMR.

Staff Responsible for Monitoring: Administrative Team; Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

January

March

June

Goal 4

Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1 High Priority

By May 2025, we will increase opportunities to have academic and behavioral communications with 100% of parents from two a year to a minimum of three per year by redesigning the parent communication component.

Evaluation Data Source: Recidivist data.
HB 1416 data

Strategy 1

Pathways will communicate with parents of enrolled students at 1) the time of enrollment; 2) at the student's review period, and 3) at the time of student exit from campus back to their home school.

Strategy's Expected Result/Impact: 1. 100 % parent participation/input in decision-making regarding behavior plans, academic/social progress review, and HB 1416 preparation and execution.
2. Increase in confidence/faith by parents in the school decision-making process involving the student.
3. Decrease in recidivism to Pathways.

Staff Responsible for Monitoring: Principal/AP, Counselor, and Behavior Interventionist.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Strategy 2

The Pathways Behavior Specialist will conduct a follow-up visit to 100% of students returned their home campus within 3-4 weeks of their return and communicate results of visit to the parents and to the home campus.

Strategy's Expected Result/Impact: Assurance that HB 2184 plans are followed; improved parent communications; improved parent confidence.

Staff Responsible for Monitoring: Admin Team

Formative Reviews

November

January

March

June

Goal 5

Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 1 High Priority

By May 2025, the implementation of the Edugenity Facilitator model for instructional staff will increase from 90% to 100%.

Evaluation Data Source: TTESS evaluation data

Strategy 1

Re-train teachers on instructional protocols and expectations for the facilitator model.

Strategy's Expected Result/Impact: Teachers exercise consistent fidelity to model.

Staff Responsible for Monitoring: Campus Leadership Team

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

Formative Reviews

November

January

March

June

Strategy 2

The campus leadership team will complete ten or more walkthroughs per week.

Strategy's Expected Result/Impact: 100% of the core teacher will implement the model correctly.

Staff Responsible for Monitoring: Campus Leadership Team.

Formative Reviews

November

January

March

June

Performance Objective 2

By May 2025, the percentage of staff implementing/executing Pathways operational protocols uniformly will increase from 90% to 100%.

Strategy 1

With staff input, Pathways will develop and publish a campus operational guidelines manual for the team.

Strategy's Expected Result/Impact: Decrease in student misconduct/opportunities for mischief. Efficiency in operations.

Staff Responsible for Monitoring: Principal/Assistant Principal

Formative Reviews

November

January

March

June

Strategy 2

With staff input, Pathways will develop a uniform classroom management program for its middle school clientele. Embed in operations manual.

Strategy's Expected Result/Impact: Increase in instructional outcomes; decrease in discipline issues; increase in teacher satisfaction.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

June

Strategy 3

Pathways Leadership will hold weekly debriefings w/ the team for the purpose of identifying ways in which "the ball was dropped" and then brainstorm improvements to practice.

Strategy's Expected Result/Impact: Decrease in avoidable student issues. Increase in early and/or timely exits of students back to home campuses.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November

January

March

June

Strategy 4

In its High School component, Pathways will implement the Facilitator Model for both instructional and classroom management.

Strategy's Expected Result/Impact: Improved instructional outcomes. Decrease in discipline issues. Improved teacher satisfaction.

Staff Responsible for Monitoring: Admin Team.

Formative Reviews

November

January

March

June

Performance Objective 3

100% of staff will demonstrate proficiency in the professional development related to meet the needs of at-risk students, i.e. nature of at-riskness, effective pedagogy for marginalized youth, team building, etc.

Strategy 1

Professional staff will identify, develop and present focused programming at weekly staff meetings.

Strategy's Expected Result/Impact: Elevation in collective instructional efficacy; improved team identity and unity.

Formative Reviews

November

January

March

June

Strategy 2

Provide consistent monitoring and coaching of staff as they move towards competency with new strategies.

Strategy's Expected Result/Impact: Strategies implemented that staff have received training in processes.

Staff Responsible for Monitoring: Principal and Assistant Principal

Formative Reviews

November

January

March

June

Goal 6

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.

Goal 7

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.

Goal 8 The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

Goal 9

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.

Goal 10 The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

Goal 11

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

Performance Objective 1 High Priority HB3 Goal

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

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

Performance Objective 2 High Priority HB3 Goal

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

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

Performance Objective 3 High Priority HB3 Goal

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

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

Goal 12

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

Performance Objective 1 High Priority HB3 Goal

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

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

Performance Objective 2 High Priority HB3 Goal

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

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

Performance Objective 3

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

Goal 13

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

Performance Objective 1 High Priority HB3 Goal

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

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

Performance Objective 2 High Priority HB3 Goal

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

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

Performance Objective 3 High Priority HB3 Goal

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

Evaluation Data Source: IBC Reports

Performance Objective 4

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

Evaluation Data Source: AP Exam reports

Goal 14

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

Performance Objective 1 High Priority HB3 Goal

By 2030, discipline referrals will decrease by 15%.

Evaluation Data Source: Discipline Data

Performance Objective 2 High Priority HB3 Goal

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

Evaluation Data Source: Survey

Performance Objective 3 High Priority HB3 Goal

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

Evaluation Data Source: Surveys

Performance Objective 4 High Priority HB3 Goal

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

Evaluation Data Source: Survey

Performance Objective 5 High Priority HB3 Goal

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

Evaluation Data Source: Vision Week Survey

Performance Objective 6 High Priority

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

Evaluation Data Source: Safety implementation plan

Goal 15

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

Performance Objective 1

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

Evaluation Data Source: Walkthrough data and formative and summative assessments

Performance Objective 2

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

Performance Objective 3

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

Performance Objective 4

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

Performance Objective 5

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

Performance Objective 6

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

Evaluation Data Source: Walkthrough data and staffing reports.

Goal 16

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

Performance Objective 1 High Priority HB3 Goal

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

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

Performance Objective 2 High Priority HB3 Goal

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

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

Performance Objective 3 High Priority HB3 Goal

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

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

Goal 17

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

Performance Objective 1 High Priority HB3 Goal

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

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

Performance Objective 2 High Priority HB3 Goal

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

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

Performance Objective 3

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

Goal 18

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

Performance Objective 1 High Priority HB3 Goal

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

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

Performance Objective 2 High Priority HB3 Goal

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

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

Performance Objective 3 High Priority HB3 Goal

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

Evaluation Data Source: IBC Reports

Performance Objective 4

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

Evaluation Data Source: AP Exam reports

Goal 19

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

Performance Objective 1 High Priority HB3 Goal

By 2030, discipline referrals will decrease by 15%.

Evaluation Data Source: Discipline Data

Performance Objective 2 High Priority HB3 Goal

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

Evaluation Data Source: Survey

Performance Objective 3 High Priority HB3 Goal

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

Evaluation Data Source: Surveys

Performance Objective 4 High Priority HB3 Goal

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

Evaluation Data Source: Survey

Performance Objective 5 High Priority HB3 Goal

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

Evaluation Data Source: Vision Week Survey

Performance Objective 6 High Priority

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

Evaluation Data Source: Safety implementation plan

Goal 20

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

Performance Objective 1

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

Evaluation Data Source: Walkthrough data and formative and summative assessments

Performance Objective 2

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

Performance Objective 3

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

Performance Objective 4

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

Performance Objective 5

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

Performance Objective 6

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

Evaluation Data Source: Walkthrough data and staffing reports.



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