

Beaumont Independent School District



Paul A. Brown Alternative Center

2025-2026 Campus Improvement Plan

Mission Statement

PAUL BROWN EAGLES

"SOARING TO GREAT HEIGHTS"

Mission: Our mission is to be dedicated to providing a quality education that will meet the needs of a diverse student population in an environment of acceptance. The school will provide academic opportunities for students whose needs have not been met within the regular academic school setting. Students will be provided emotional and social support and guidance in order that they may become productive and equipped to compete in a global society.

Vision

The vision of Paul A. Brown Center is to become the best alternative education learning community by offering an additional opportunity for students to attain a high school diploma. Students are empowered by incorporating innovative instructional strategies and technological advances with the aid of parental and community involvement.

The Campus Improvement Plan is a living, working document based upon the needs of the Paul A. Brown Center. This document can/will be modified as needed, throughout the school year.

Value Statement

We commit ourselves to the following values as a faculty, staff and students and support each other in demonstrating "**CARE**" behaviors in our daily school activities: **I**ntegrity, **C**ooperation, **A**ccountability, **R**espect, **E**xcellence

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	19
Student Data: Behavior and Other Indicators	19
Employee Data	19
Parent/Community Data	20
Support Systems and Other Data	20
Goals	21
Goal 1 : The percent of 3rd grade students that score meets grade level or above on STA...	22
Goal 2 : The percent of 3rd grade students that score meets grade level or above on ST...	25
Goal 3 : The percentage of graduates that meet the criteria for CCMR will increase from ...	27
Goal 4 : Beaumont ISD will improve its perception with all stakeholders by ensuring all st...	28
Goal 5 : The district will increase the percentage of students in "A or B" rated schools fro...	29
Committees	34
2024-2025 Campus Site-Based Committee	35
Members	35
2024-2025 Needs Assessment Team	35
Members	35
Policies, Procedures, and Requirements	36



Comprehensive Needs Assessment

Demographics

Summary

Paul A. Brown Alternative Center is an accelerated high school credit recovery program for students who are recommended for the program based on several academic criteria, and students are recommended from the Beaumont United and Westbrook campuses. As a result of the accelerated credit attainment, the student enrollment fluctuates and students usually are exited and accepted at the end of the semester Period. Most students remain on the campus until they have retained enough credits to participate in graduation program at their home campuses. Although we mainly serve students from the Beaumont United and West Brook Campuses, the campus enrolls some students from outside the district that meets eligibility requirements as well as students who have dropped of school previously.

The Paul brown learning environment consist of approximately 180 (215.) during a semester period. The site has continued to encourage an increase the enrollment to support more students in an effort to decrease the drop out rate for the district. The campus staff is comprised of 14 dedicated teachers that are mandated to support students in a mandated accelerated sequential curriculum through the Edgenuity Platform, and most teachers have been in place for at last five or more years. The student teacher ratio is 1:15, and it allows teachers to provide one-on-one instruction to students. The teachers work in cooperation with one another to ensure that programming on the campus meets the needs of all students, which includes but is not limited to, parent involvement activities, community service, mentorship, providing student incentives, outreach and providing student leadership opportunities. Lastly, teachers are incorporated in to the decision making process through the implementation of the Campus Educational Improvement Committee (CEIC).

In recent years, the program has undergone changes to provide additional opportunities for its students. Several students are enrolled at the Lamar Institute of Technology (LIT) where students can receive dual credit for working on a skilled based certification. Also, we have implemented the 9th Grade Academy, which students who are credit deficient as 9th graders and can not be promoted to the 10th grade matriculate the campus to recover credit. These students are afforded the opportunity to return to their campus once they have achieved the 12.5 credits needed to be considered 11 graders.

The Paul Brown Learning environment provides varied services to the students enrolled on the campus. As a result, we strive to keep parents involved in all ativities, we invite them to visit classrooms and we communicate through multiple mediums--mobile apps, website and newsletters. We strive to ensure that customer service is at the forefront of all of our interactions with parents and community members. As a result, teachers frequently communicate with parents concerning academic performance, behavior goals, and overall classroom success.

We have added a 9th Grade Academy to safety net students who were traditional 9th graders the year before that did not meet the requirements to be a 10th grader. Those students are mandated to the Paul Brown campus to accelerate their credit recovery. If students have an accumulation of 12.5 credits, the students are allowed to transition back to the home campus. If they do not, attain the 12.5 credits, the student becomes a traditional credit recovery student.

Strengths

The Paul Brown Learning Center is Unique in that students are engaging the program throughout the year based on credit deficiency. The campus is a mixture of African American and Hispanic Students. Students matriculate the campus from two of the district's comprehensive high schools --West Brook and Beaumont United. Several students participate in our Dual Credit Partnership with Lamar Institute of Technology. There are students who participate in the Optional Flexible School Day that attend campus at 1 of three entry periods.

We have added a 9th Grade Academy to safety net students who were traditional 9th graders the year before that did not meet the requirements to be a 10th grader. Those students are mandated to the Paul Brown campus to accelerate

their credit recovery. If students have an accumulation of 12.5 credits, the students are allowed to transition back to the home campus. If they do not, attain the 12.5 credits, the student becomes a traditional credit recovery student.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

The number of students who attend are at risk and many have behavior issues that hinder academic success

Students over time have widened the cognitive deficit existing due to absences or other factors and have lost interest in school.

2

Students' attendance is irregular, and it hinders their opportunity to recover credit

There are various reasons why students do not attend regularly. Many students have jobs, some are frustrated because of the content, and others have transportation issues.

 = Priority

Student Learning

Summary

Students enrolled at Paul Brown come with many deficiencies and are at risk of dropping out of high school. While at Paul Brown, students have the opportunity to decrease their deficits, recover credit and decrease the likelihood they will drop out. Students, although on the foundations graduation plan, will be exposed to learning opportunities that will prepare them for a junior college, armed services, skilled trade, or the workforce. Data is used to determine instructional paths based on students' participation and success on the State of Texas Assessment of Academic Readiness (STAAR). Included below are some of the activities that will be employed on the campus to support students.

- PLC meetings will continue to provide a platform for intellectual growth for teachers, staff development and data analysis opportunities
- Reading and Math will be the central focus to increase students success in all academic areas
- Monitoring through administrative walk-throughs
- Implementation of a CCMR lab to support students matriculation into the Armed Services, Junior College or Skilled Work Force
- Cross-curricular planning and integration
- School-wide web-based instructional program that will be mapped by teach
- Practice Clinics to Support effective instruction will be planned throughout the year.

Below is a brief analysis of STAAR end of course results for the Paul Brown Campus.

2020-2021 Comparisons - COVID 19			
Course	Dec 2020	May 2021	Increase/Decrease From 2020
Algebra	11%	20%	Increased by 9%
Biology	13%	22%	Increased by 11%
US History	28%	23%	Decreased by 5%
English I	13%	5%	Decreased by 8%
English II	28%	9%	Decreased by 19%

- Due to COVID 19, Fall STAAR assessment data is used to represent student achievement for the Paul Brown Campus.

While at Paul Brown, students can earn at least 3.5 credits per nine-week period in the accelerated program, which is different from the traditional two semester term. As a result, students must earn at least 2.5 credits to remain on track to recover credit, and students' progress will be monitored by the assistance committee and mentor teachers. Students

can persist in the traditional setting or in a flexible attendance program where they attend based on their availability to attend.

Each student at Paul Brown will receive a portfolio outlining the number of credits needed/earned, STAAR status - five test, and graduation plan checklist by the campus counselor. To ensure that parents are aware of student progress academically, written and verbal communications and the district parent/student self-serve will be made available for access, and teacher directed mentoring sessions with progress monitoring of student achievements/areas of concern will be conducted and they will notify parents.

Strengths

Each student at Paul Brown will receive a portfolio outlining the number of credits needed/earned, STAAR status - five test, and graduation plan checklist by the campus counselor. To ensure that parents are aware of student progress academically, written and verbal communications and the district parent/student self-serve will be made available for access, and teacher directed mentoring sessions with progress monitoring of student achievements/areas of concern will be conducted and they will notify parents. The following are other strengths for the campus.

- Smaller Class sizes to support one-on-one interaction with students
- Alternative classroom assessments
- Emphasis on student engagement
- Students earning credit in a non-traditional setting
- Students participate in a 1 hour intervention period to strengthen opportunity for STAAR success.

The Paul Brown Learning center provides a unique platform for students to recover credit towards their high school diploma. As such, the dedicated teachers and staff work to make the experience successful by providing a specialized syllabus, cooperative learning groups, extended opportunities, flexible scheduling, digital platforms and projects that allow the students to become self-directed learners. The campus utilizes varied forms of data to track the productivity and success of students in the program, and allows teachers to implement expectations that ensure the student academic growth. The curriculum, although not aligned to an accelerated model, supports the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency (ELPS) and College, Career and Military Readiness (CCMR) for State Accountability attainment.

Students enter the Paul Brown Accelerated Program via recommendation from counselors from one of the two traditional high school settings—Beaumont United and West Brook. The campus counselor and principal will participate in scheduled orientations at each of the schools on a set schedule, and sometimes, when certain situations arise that will mandate an intake process. During the orientation, both the student and parent will receive an in-depth, detailed description of expectations for all campus functions, including academics, attendance and discipline. At the students inception, they are administered a diagnostic reading and math test for instructional planning purpose and STAAR support. Evaluation of the students STAAR history will also be utilized to provide planning for the students success. To ensure that support is provided to the student while they are in attendance, each student will be assigned a mentor teacher that will meet with them weekly to discuss transcript and progress. Students who are served in the English as a Second Language and Special Education will be served on campus by general education teacher and receive support in the inclusion model with an additional teacher providing one-on-one services.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 8% of Students taking English I are performing at the "Meets" performance level, and is performing 28% below the district.	Staffing: Teachers in the RLA content are relatively new and have deficiencies that do not allow them to support students at the level that is needed to move students to a higher level
2 ★	Algebra STAAR scores dropped 19 percentage points from 28% to 9%	Staffing: Teachers in the mathematics content have deficiencies that do not allow them to support students at the level that is needed to move students to a higher level

★ = Priority

School Processes & Programs

Summary

The Paul Brown Learning center provides a unique platform for students to recover credit towards their high school diploma. As such, the dedicated teachers and staff work to make the experience successful by providing a specialized syllabus, cooperative learning groups, extended opportunities, flexible scheduling, digital platforms and projects that allow the students to become self-directed learners. The campus utilizes varied forms of data to track the productivity and success of students in the program, and allows teachers to implement expectations that ensure the student academic growth. The curriculum, although not aligned to an accelerated model, supports the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency (ELPS) and College, Career and Military Readiness (CCMR) for State Accountability attainment.

Students enter the Paul Brown Accelerated Program via recommendation from counselors from one of the two traditional high school settings—Beaumont United and West Brook. The campus counselor and principal will participate in scheduled orientations at each of the schools on a set schedule, and sometimes, when certain situations arise that will mandate a intake process. During the orientation, both the student and parent will receive an in-depth, detailed description of expectations for all campus functions, including academics, attendance and discipline. At the students inception, they are administered a diagnostic reading and math test for instructional planning purpose and STAAR support. Evaluation of the students STAAR history will also be utilized to provide planning for the students success. To ensure that support is provided to the student while they are in attendance, each student will be assigned a mentor teacher that will meet with them weekly to discuss transcript and progress. Students who are served in the English as a Second Language and Special Education will be served on campus by general education teacher and receive support in the inclusion model with an additional teacher providing one-on-one services.

Strengths

During the 2020-2021 School year, 100% percent of the schools were retained. This provide an opportunity for continuity in the implementation of school processes that support student success.

Students can recover credit towards gradation in an accelerated program

Classes provide opportunities for one-on-one instruction with a ratio of 1:15

Teachers will plan out instruction in the Edgenuity program that supports the accelerated program.

Administration and teachers work collaboratively to benefit student success.

Professional development plan is implemented to build capacity in teachers providing support to students.

Students are required to set goals and monitor their only academic progress during mentor sessions

There is a student assistance committee the closely monitors progress, and struggling students are identified and interventions are executed in a timely manner.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Student attendance at Paul Brown is below the district average of 90%

Many students have children and work, and they choose not to attend because of those reasons.

 = Priority

Perceptions

Summary

Realizing the importance of involving all stakeholders in the educational process, we have endeavored to increase parental involvement and community awareness. To that end, efforts are made to encourage our parents to partner with the school and become active. Beginning with orientation, parents are made aware of campus expectations and processes. Throughout their scholars tenure at Paul Brown, Parents are urged to visit and stay connected to teachers via multiple mediums established by the school, and an emphasis is placed on positive contact and feedback. It is our goal to increase communication/participation with all stakeholders in the learning environment, beginning with parent participation with our Campus Education Improvement Committee and regularly scheduled activities.

In an attempt to connect the community with the campus, students will be provided an opportunity to participate in community service projects that include, but is not limited to bell ringers for the Salvation Army, collection of toys and books for the Garth House and beautification projects. The campus will continue to collaborate and partner with our business partners, and we will strive to incorporate them more in our programming.

Strengths

We care about our students at Paul Brown and our core values communicate the fact that we do: Integrity, Cooperation, Accountability, Respect, and Excellence (I Care). These values are communicated to our staff and students upon their enrollment and regularly with our daily processes. Considering that we care, teachers and students are celebrated periodically through a variety of practices which includes, “shout outs”, Fun Fridays, Staff and Student of the Week, and special treats. Students are also recognized at the end of each quarter for their accomplishments during a school-wide assembly. Those with grade-level changes are recognized by the posting of their names in the hallway. Seniors who complete their requirements are celebrated through the “Walk of Fame” where they don a graduation cap and walk the hallway to the tune of “Pomp and Circumstance”, while parents, administrators and community leaders are invited.

To ensure safety of the campus, teachers are assigned duty assignments before and after school, transitions and lunch. Students are made aware of the procedures for drills, and drills are administered monthly. During the drills, teachers and staff are assigned duty positions, and are coordinated with the Beaumont ISD Police Department.

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

Parents do not regularly engage the campus to support the educational process as documented by agendas and parent surveys.

Parental involvement and inclusion has not been made a priority on the Paul Brown campus

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Only 8% of Students taking English I are performing at the "Meets" performance level, and is performing 28% below the district.

Staffing: Teachers in the RLA content are relatively new and have deficiencies that do not allow them to support students at the level that is needed to move students to a higher level

2
★

Algebra STAAR scores dropped 19 percentage points from 28% to 9%

Staffing: Teachers in the mathematics content have deficiencies that do not allow them to support students at the level that is needed to move students to a higher level

★ = 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) 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
- Student failure and/or retention rates

- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

The percent of students that score "Meets" or higher on STAAR English I and II will increase from 9% to 14% by June of 2026

Evaluation Data Source: Campus Based Assessments

Strategy 1 Targeted Support Strategy

Teachers will engage the PLC/WPM to engage in practice Clinics to increase the capacity relative to effective instruction; engage data session to inform instructional delivery; and other professional development activities.

Strategy's Expected Result/Impact: Increase capacity allows teachers to deliver effective instruction, increasing the opportunity for student learning that transfers to student success on STAAR performance.

Staff Responsible for Monitoring: Principal & Content Supervisors

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

November

January

March

June

Strategy 2

Teachers will complete a data forensics on each student during the PLC s to support the individual needs of each student, and the teachers will design specific practice for students around those concepts

Strategy's Expected Result/Impact: Students will receive individualized support to enhance the opportunity for high performance in the STAAR RLA

Staff Responsible for Monitoring: Principal and Content Supervisor

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

November

January

March

June

Strategy 3

Students who have extreme deficits in reading will engage the MindPlay/IXL programs to support those deficiencies that may not be plausible in the first line instruction.

Strategy's Expected Result/Impact: Students will increase their reading and comprehension providing them an opportunity to show growth on the STAAR or meet the minimum expectation for the assessment

Staff Responsible for Monitoring: Principal/Mind play proctor/ Content Supervisor

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority HB3 Goal

The percent of students that score "Approaches" or higher on STAAR English I and II will increase from 30% to 45% by June of 2026

Evaluation Data Source: Campus Based s Assessments, Daily Assignments and STAAR data

Strategy 1 Targeted Support Strategy

Teachers will complete a data forensics on each student during the PLC s to support the individual needs of each student, and the teachers will design specific practice for students around those concepts

Staff Responsible for Monitoring: Principal and Content Supervisor Department Head

Title I: 2.5.1, 2.5.2, 2.5.3

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

November

January

March

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 students performing at "Meets" grade level or higher on STAAR Algebra will increase from 2% to 12% by June of 2026

Evaluation Data Source: Campus Based Assessments, STAAR, Daily Assignments.

Strategy 1 Targeted Support Strategy

Teachers have created a pacing chart for each 9 week semester aligned with the accelerated calendar to cover the essential content for student success on STAAR

Strategy's Expected Result/Impact: Students will be exposed to STAAR content creating an opportunity for them to perform well on the STAAR test.

Staff Responsible for Monitoring: Principal, Content Supervisor and Department Head

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

November

January

March

June

Strategy 2

Students will engage the IXL program during the Family Tutorial to reinforce the content presented during first line instruction

Strategy's Expected Result/Impact: Students will have additional State Approved support enabling students the opportunity to perform at high levels on the Algebra STAAR

Staff Responsible for Monitoring: Principal, Content Supervisor and Department Head

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority HB3 Goal

The percent of the students performing at "Approaches" level or higher on the STAAR Algebra will increase from 20% to 30% by June of 2026

Evaluation Data Source: Campus Assessments, Daily Assignments and STAAR

Strategy 1

Teachers will complete a data forensics on each student during the PLC s to support the individual needs of each student, and the teachers will design specific practice for students around those concepts in Algebra

Strategy's Expected Result/Impact: Students will receive individualized support and will have an opportunity to perform at high levels for the STAAR test

Staff Responsible for Monitoring: Principal, Content Specialist and Department Head

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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 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

Strategy 1

We will recruit and orientate students on programs available in the LIT partnership and create monitoring mechanisms to ensure students are completing the course work

Strategy's Expected Result/Impact: More student will participate in the Dual Credit Partnership and complete the program

Staff Responsible for Monitoring: Assistant Principal, LIT Liaison and Counselor

Title I:

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

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 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 5

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

Performance Objective 1

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

Evaluation Data Source: Walkthrough data and formative and summative assessments

Strategy 1

Teachers will participate in practice clinics to increase their ability to deliver effective instruction. These sessions will take place during the weekly PLCs.

Strategy's Expected Result/Impact: Teachers will improve in their instructional delivery and it will increase student performance in reading and mathematics

Staff Responsible for Monitoring: Principal and AP

Problem Statements: Student Learning 1, 2

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Only 8% of Students taking English I are performing at the "Meets" performance level, and is performing 28% below the district.</p>	<p>Staffing: Teachers in the RLA content are relatively new and have deficiencies that do not allow them to support students at the level that is needed to move students to a higher level</p>
<p>2 Algebra STAAR scores dropped 19 percentage points from 28% to 9%</p>	<p>Staffing: Teachers in the mathematics content have deficiencies that do not allow them to support students at the level that is needed to move students to a higher level</p>

Performance Objective 2

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

Strategy 1

MindPLay reading lab will be established to support students who have deficits in reading, and they need foundational support to increase their lexiles

Strategy's Expected Result/Impact: Students will increase their reading lexiles; in turn, increasing their abilities to engage and respond to text at a higher level

Staff Responsible for Monitoring: Principal and Proctor for MindPLay

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Strategy 2

Students will engage the IXL math program for at least 30 minutes per day, and receive direct instruction from the IXL component to increase their ability to respond to mathematical concepts

Strategy's Expected Result/Impact: Students will increase their ability to respond to multiple problems in mathematics with fidelity

Staff Responsible for Monitoring: Principal and Math Teachers

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

Formative Reviews

No Progress

November

January

March

June

Performance Objective 3

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

Strategy 1

Student Assemblies are planned throughout the school year to ensure students understand campus expectations

Strategy's Expected Result/Impact: Reminding students of expectations decreases the possibility of students operating outside of the norm, impacting the culture and climate positively

Staff Responsible for Monitoring: Principal, AP and Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Strategy 2

A student incentive program addressing positive behaviors and attendance will be developed acknowledging students bi-weekly.

Strategy's Expected Result/Impact: Encourage students to do the right things

Staff Responsible for Monitoring: Principal, Counselor, AP and Teachers.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Performance Objective 4

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

Strategy 1

Students will participate in Social Emotional Learning activities each Monday of the week (Mindful Mondays) to support students emotional and intellectual needs

Strategy's Expected Result/Impact: Support students social emotional health

Staff Responsible for Monitoring: SEL Coordinator and Counselor

Formative Reviews

No Progress

November

January

March

June

Performance Objective 5

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

Strategy 1

Implement a "Family Tutorial" period to support students who have deficiencies that contribute to their ability to perform at a low level on assessments

Strategy's Expected Result/Impact: More time will be provide for students to get intentional support. This will increase the opportunity for students to experience success on assessments

Staff Responsible for Monitoring: Principal, AP, Counselor

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Performance Objective 6

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

Evaluation Data Source: Walkthrough data and staffing reports.

Strategy 1

Campus team will participate in several job fairs to support the staffing needs of the campus

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

November

January

March

June



Committees

Committees

2024-2025 Campus Site-Based Committee

Members

First Name	Last Name	Position	Committee Role
Pastor Kennedy	Andrews	Business Partner	Community Representative
Lorita	Chambers	English Teacher	Classroom Teacher
Mildred	Harmon	Counselor	Non-classroom Professional
Felecia	Andrews	Inclusion Teacher	Classroom Teacher
Lottie	Daniels	Fine Arts Teacher/Edgunuity	Classroom Teacher
Andrea	Jackson	ISS Teacher	Classroom Teacher
Calvin	Rice	Principal	Principal

2024-2025 Needs Assessment Team

Members

First Name	Last Name	Position	Committee Role
Lottie	Daniels	Fine Arts Teacher/Edgunuity	Classroom Teacher
Andrea	Jackson	ISS Teachers	Classroom Teacher
Prentiss	Semien	Biology Teacher	Classroom Teacher
Felecia	Andrews	Inclusion Teacher	Classroom Teacher
Mildred	Harmon	Counselor	Administrator
Calvin	Rice	Principal	Principal



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