

# Beaumont Independent School District



## Homer Drive Elementary School

## 2025-2026 Campus Improvement Plan

# **Mission Statement**

**The mission of Homer Drive Elementary is to assure that the students are provided the opportunity to learn the needed skills, values, and knowledge to be an important part of our school and community.**

# **Vision**

**In collaboration with our community, Homer Drive Elementary is transforming into a model school where students can achieve their fullest academic and social-emotional potential.**

# **Value Statement**

**“There is no place like Homer!”**

**The Campus Improvement Plan is a living, working document based upon the needs of Homer Drive Elementary. This document can/will be modified as needed, throughout the school year.**

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# Comprehensive Needs Assessment

# Demographics

## Summary

Homer Drive Elementary opened as a 4th and 5th grade campus in October of 1990 with Dr. Norman Traylor as principal. After his tenure, Ava Colbert served as principal from 1997 to 2016. Upon her retirement, Dr. Paul Shipman was named as the new principal of Homer Drive until 2018. Dr. Belinda George took the helm in 2018 until the Spring of 2022. Dr. Charisma Popillion served as principal for the 2022 - 23 school year, and the current principal of Homer Drive Elementary is Mrs. Mellow Tatmon.

The campus was uniquely designed as a brown and white structure with a bright turquoise roof divided into four separate structures. The school was uniquely designed to house the two grade levels separately. The main building was called the administration building. The remaining building served as a cafetorium. Homer Drive was the first school in the district equipped with wiring for computers. In 2011, as part of the bond election, a new Pre-K wing was added.

Homer Drive Elementary is one of 15 primary campuses in the Beaumont Independent School District in Beaumont, Texas. Homer Drive maintains an enrollment of approximately 500 students in grades Pre - Kindergarten through 5th grade.

It is the mission of Homer Drive Elementary to inspire and prepare all students for lifelong success by providing the opportunity to acquire the necessary skills, values, and knowledge to receive an exemplary education in a safe learning environment. Homer Drive Elementary offers instructional programs designed to meet the individual needs of the student demographic population. The regular education program is the largest instructional program, which includes Dyslexia, English as a Second Language (ESL), and Gifted and Talented (GT). The Special Education Program focuses on the unique needs of students, and provides services through Resource and Inclusion.

Our campus organization, is compromised of:

- One Early Childhood Special Education class (ECSE)
- Three Prekindergarten classes
- Three Kindergarten classes
- Four First Grade classes
- Three Second Grade classes
- Three Third Grade Classes
- Three Fourth Grade Classes
- Three Fifth Grade Classes
- Ancillary Teachers - Art, Music/Band (4th & 5th), Physical Education, SPED Resource/Inclusion, English as a Second Language, Dyslexia
- School Nurse
- Paraprofessionals - Para-Librarian, 3 Special Education Aides, 2 Instructional Aides, 3 Pre-K Aides, 1 Physical Education Aide, and 1 In-School Suspension Aide (ISS), 1 Part - time ROAR Coordinator.
- Clerks - Principal's Secretary, PEIMS/Attendance Clerk, Receptionist
- Administrative - Principal, Assistant Principal
- Leadership Team - Counselor, Behavior Intervention Specialist, Instructional Coach

# 2024 - 2025 Student Attendance Percentages by Grade -

## Level

EE	85%
Pre-K	87%
Kindergarten	88%
First	88%
Second	90%
Third	90%
Fourth	89%
Fifth	91%

Total = 89%

## Strengths

- CHAMPS/Foundations Training is consistent and discipline is improving.
- There is a true appreciation of various cultures.
- Because there are no admission barriers in place, Homer Drive serves a wide array of students with varying academic abilities.
- We will host after-school tutorials 2 days a week for third through fifth grade for math and reading.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1



The attendance for the the 2024 - 2025 school year was 89%, which is 6% less than the district's goal.

Communication is not consistent on behalf of the staff when students are habitually absent.

 = Priority

# Student Learning

## Summary

Homer Drive will continue exploring new and inventive ways to utilize resources that will foster student success. The requirements for accelerated instruction at Homer Drive are being addressed with fidelity through our HB1416 campus endeavors. Professional Learning Communities (PLCs), Data Driven Instruction meetings (DDI), Student Learning Reports (SLR), coaching provided by the Reading and Math Coaches, mClass Intervention Lessons, intentional MTSS implementation, Progress Learning, Google Chromebooks, Smart Panels, and manipulatives are among the many tools Homer Drive has available to ensure the strategies are designed to improve student performance.

## 2024 - 2025 STAAR Data

### STAAR Reading

Grade Level	2024			2025			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd	49%	19%	4%	55%	16%	4%	+6%	-3%	NC
4th	55%	20%	8%	51%	19%	4%	-4%	-1%	-4%
5th	44%	20%	6%	49%	29%	9%	+5%	+9%	+3%

### STAAR Math

Grade Level	2024			2025			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd	41%	15%	0%	44%	14%	1%	+3%	-1%	+1%
4th	41%	17%	1%	36%	10%	4%	-5%	-7%	+3%
5th	50%	15%	2%	42%	12%	6%	-8%	-3%	+4%

### STAAR Science

Grade Level	2024			2025			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
5th	23%	8%	2%	27%	5%	0%	+4%	-3%	-2%

## Strengths

- More frequent DDIs will be conducted to analyze data, ensure adequate instruction, and track student progress on informal and formal assessments.
- Students will continue to participate/compete in the District Level University Interscholastic League (UIL).
- "Data Talks" will be held to discuss all assessment results.
- ROAR Volunteer Program will assist Tier 2 students in improving reading skills.
- Homer Drive will be more intentional with the Multi - Tiered System of Support.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	41% of current third graders scored below grade level on the end - of - year mClass reading assessment.	There was a lack of adequate differentiation within the grade level.
2 ★	3rd grade 2025 Math STAAR results at the meets level was 14%, which was a 1% decrease compared to the previous year.	There was limited differentiation provided during the school year.
3 ★	5th grade 2025 Science STAAR results at the meets level was 5%, which was 3% lower than last year's performance.	There was a limited number of hands - on activities due to non - functioning science labs.

★ = Priority

# School Processes & Programs

## Summary

Teachers at Homer Drive Elementary use the Bluebonnet Reading and Language Arts and Math Curricula, which are Tier I - based instructional programs for all students, K - 5th grade, along with online district curriculum for the remaining content areas which is aligned with the state's curriculum standards. The Pre-Kindergarten program utilizes the Frog Street Press Curriculum for reading and math instruction.

Embedded curriculum assessments, mClass, NWEA Map, and interim testing data are used to help plan instruction and guide teachers in targeting areas of instruction that students need additional help for stronger understanding. Campus teachers participate in district-wide strategic planning which allows them to discuss common areas of concern and generate best practices for presenting information to students for deeper understanding. All instructional programs are designed to meet the individual needs of the students.

## Strengths

The campus has technology in each classroom including a panel, projector, and chrome books for all students. Teachers are trained in the use of technology integration for instruction.

- Campus provides a variety of positive extracurricular activities for students to keep students interested and involved in the school including Student Council, Flag Team, Band for 4th and 5th grade, Choir, Cheerleading, Soccer Team, and Basketball Team.
- Campus will celebrate the importance of students and staff being drug free through Red Ribbon Week activities.
- Campus will create a focus on College, Career and Military Awareness through a week of CCMR activities.
- Vertical Planning among teachers/grade - levels
- Weekly meeting of grade level Professional Learning Communities.
- DDIs will be conducted every grading period.
- Implementation of effective use of read alouds within each classroom
- Scheduled uninterrupted intervention time.
- Student Discourse is encouraged, along with other Lead4ward Instructional Strategies.

# Perceptions

## Summary


Homer Drive Elementary is dedicated to providing a quality education for every student in our school through ongoing partnerships with parents and community members. Effective family engagement includes the full engagement of all families through:

- Campus Parent Involvement Policy
- Parent Teacher Association
- Parent Surveys
- Parent School Compacts
- Goals Night
- Coffee with the Principal (Fall & Spring)
- Parent Educational Activity Nights
- Student/family member events
- Student performance programs
- Award's Day Events
- Home visits
- School Dances

## Strengths

- Goals Night, Parent-Teacher Conferences and other activities that involve parents in academic programs.
- Monthly Parent Calendars
- Blackboard Connect system is used to communicate with our stakeholders and to keep parents informed about announcements.
- Community Support from community and business partners
- ROAR program to help Tier 2 students strengthen reading ability
- Parent volunteers opportunities including in-class assistance, school parties and chaperones on field trips
- Perfect attendance and honor roll celebrations
- Awards programs
- Cheer Squad
- Flag Team
- Athletic Intra-school Teams





# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

5th grade 2025 Science STAAR results at the meets level was 5%, which was 3% lower than last year's performance.

There was a limited number of hands - on activities due to non - functioning science labs.

2  
★

3rd grade 2025 Math STAAR results at the meets level was 14%, which was a 1% decrease compared to the previous year.

There was limited differentiation provided during the school year.

3  
★

41% of current third graders scored below grade level on the end - of - year mClass reading assessment.

There was a lack of adequate differentiation within the grade level.

4  
★

The attendance for the the 2024 - 2025 school year was 89%, which is 6% less than the district's goal.

Communication is not consistent on behalf of the staff when students are habitually absent.

★ = 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)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

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

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Professional development needs assessment data

Equity data

## Parent/Community Data

Parent surveys and/or other feedback

Parent engagement rate

Community surveys and/or other feedback

## Support Systems and Other Data

Communications data

Budgets/entitlements and expenditures data



# Goals

# Goal 1

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

## Performance Objective 1 High Priority

The percentage of 3rd grade students performing in Tier 1 on the mClass comprehensive literacy screener will increase from 49% to 55% by June 2026.

**Evaluation Data Source:** mClass BOY, MOY, and EOY data, walkthrough data, and observation data

### Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the mClass MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1, 2.5.3

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

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

#### Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

### Strategy 2 Targeted Support Strategy

Provide before and after school tutorial services for students needing additional support.

**Strategy's Expected Result/Impact:** Struggling students will improve in their academic performance.

**Staff Responsible for Monitoring:** Instructional Coach

**Funding Sources:** Funds to pay tutorial staff Title I, Part A, \$30,000

**Title I:** 2.5.2, 2.5.3

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

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

## Performance Objective 2 High Priority

The percentage of 2nd grade students performing in Tier 1 on the mClass comprehensive literacy assessment will increase from 37% to 43% by June 2026.

**Evaluation Data Source:** mClass BOY, MOY, and EOY data, walkthrough data, and observation data

## Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the mClass MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1

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

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

## Formative Reviews

Considerable Progress

November

Considerable Progress

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June

## Strategy 2 Targeted Support Strategy

Provide before and after school tutorial services for students needing additional support.

**Strategy's Expected Result/Impact:** Struggling students will improve in their academic performance.

**Staff Responsible for Monitoring:** Instructional Coach

**Funding Sources:** Funds to pay tutorial staff Title I, Part A, \$30,000

**Title I:** 2.5.2, 2.5.3

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

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

### Performance Objective 3 High Priority

The percentage of 1st grade students performing in Tier 1 on the mClass comprehensive literacy assessment will increase from 16% to 25% by June 2026.

**Evaluation Data Source:** mClass BOY, MOY, and EOY data, walkthrough data, and observation data

### Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the mClass MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1

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

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

#### Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

### Strategy 2 Targeted Support Strategy

Provide a daily intervention block for students performing below grade level.

**Strategy's Expected Result/Impact:** Student performance will improve resulting in an increase of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Title I:** 2.5.3

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

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

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Performance Objective 4 High Priority

The percentage of Kindergarten students performing in Tier 1 on the mClass comprehensive literacy assessment will increase from 48% to 53% by June 2026.

**Evaluation Data Source:** mClass BOY, MOY, and EOY data, walkthrough data, and observation data

### Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the mClass MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1

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

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

#### Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

### Strategy 2 Targeted Support Strategy

Provide a daily intervention block for students performing below grade level.

**Strategy's Expected Result/Impact:** Student performance will improve resulting in an increase of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Title I:** 2.5.3

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

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

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Performance Objective 5 High Priority

The percentage of Pre-Kindergarten students performing in Tier 1 on the CLI Engage comprehensive literacy assessment will increase from 70% to 75% by June 2026.

**Evaluation Data Source:** CLI Engage BOY, MOY, and EOY data, walkthrough data, and observation data

### Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the CLI Engage MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1

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

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

### Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

### Strategy 2 Targeted Support Strategy

Provide a daily intervention block for students performing below grade level.

**Strategy's Expected Result/Impact:** Student performance will improve resulting in an increase of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Title I:** 2.5.3

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

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

## Formative Reviews

Considerable Progress

**November**

Considerable Progress

**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 percentage of 3rd grade students performing in Tier 1 on the NWEA MAP (Measures of Academic Progress) assessment will increase from 48% to 54% by June 2026.

**Evaluation Data Source:** NWEA MAP BOY, MOY, and EOY data, walkthrough data, and observation data

### Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the NWEA MAP MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**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 5: Effective Instruction

#### Formative Reviews

Considerable Progress

Moderate Progress

November

January

March

June

### Strategy 2 Targeted Support Strategy

Provide before and after school tutorial services for students needing additional support.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the NWEA MAP MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Funding Sources:** Funds to pay tutorial staff Title I, Part A, \$30,000

**Title I:** 2.5.2, 2.5.3

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

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

## Performance Objective 2 High Priority

The percentage of 2nd grade students performing in Tier 1 on the NWEA MAP (Measures of Academic Progress) assessment will increase from 39% to 45% by June 2026.

**Evaluation Data Source:** NWEA MAP BOY, MOY, and EOY data, walkthrough data, and observation data

## Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the NWEA MAP MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**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 5: Effective Instruction

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Strategy 2 Targeted Support Strategy

Provide before and after school tutorial services for students needing additional support.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the NWEA MAP MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Funding Sources:** Funds to pay tutorial staff Title I, Part A, \$30,000

**Title I:** 2.5.2, 2.5.3

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

## Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

## Performance Objective 3 High Priority

The percentage of 1st grade students performing in Tier 1 on the NWEA MAP (Measures of Academic Progress) assessment will increase from 38% to 44% by June 2026.

**Evaluation Data Source:** NWEA MAP BOY, MOY, and EOY data, walkthrough data, and observation data

## Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the NWEA MAP MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**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 5: Effective Instruction

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Strategy 2 Targeted Support Strategy

Provide a daily intervention block for students performing below grade level.

**Strategy's Expected Result/Impact:** Student performance will improve resulting in an increase of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**Title I:** 2.5.2, 2.5.3

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

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

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Performance Objective 4 High Priority

The percentage of Kindergarten students performing in Tier 1 on the NWEA MAP (Measures of Academic Progress) assessment will increase from 67% to 72% by June 2026.

**Evaluation Data Source:** NWEA MAP BOY, MOY, and EOY data, walkthrough data, and observation data

## Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the NWEA MAP MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**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 5: Effective Instruction

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Strategy 2 Targeted Support Strategy

Provide a daily intervention block for students performing below grade level.

**Strategy's Expected Result/Impact:** Student performance will improve resulting in an increase of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**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 5: Effective Instruction

## Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

## Performance Objective 5 High Priority

The percentage of Pre-Kindergarten students performing in Tier 1 on the CLI Engage Math Assessment will increase from 63% to 68% by June 2026.

**Evaluation Data Source:** CLI Engage BOY, MOY, and EOY data, walkthrough data, and observation data

### Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing in Tier 1 on the CLI Engage MOY and EOY screeners.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**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 5: Effective Instruction

#### Formative Reviews

 Accomplished

November

 Accomplished

January

 Accomplished

March

June

### Strategy 2 Targeted Support Strategy

Provide a daily intervention block for students performing below grade level.

**Strategy's Expected Result/Impact:** Student performance will improve resulting in an increase of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach

**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 5: Effective Instruction

## Formative Reviews

Considerable Progress

**November**



Accomplished

**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

By May 2026, each grade level will experience at least 1 unique CCMR (College, Career, and Military Readiness) activity.

**Evaluation Data Source:** Student participation artifacts

### Strategy 1

By May 2026, PreK and Kindergarten students will visit the Career & Technical Education (CTE) Center to participate in a presentation on careers.

**Strategy's Expected Result/Impact:** Students will be exposed to different careers to inspire them to think about what they want to be when they grow up.

**Staff Responsible for Monitoring:** Dr. Monette

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

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

#### Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

### Strategy 2

By May 2026, 2nd-5th grade students will participate in a 2-hour, 4-station rotational Career, Creativity & Wellness Day.

**Strategy's Expected Result/Impact:** Students will be engaged and inspired to think about possible careers for the future.

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

#### Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

## Performance Objective 2

100% of students in Grades K-5 will be given the opportunity to explore future career opportunities by May 2026.

**Evaluation Data Source:** Xello online program usage

# 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

By May 2026, student attendance will increase from 89% to 92% through the implementation of the Homer Drive Attendance Plan.

**Evaluation Data Source:** Attendance Data, Attendance Office Artifacts, Agendas, Sign In Sheets, Recognition Artifacts

### Strategy 1

By May 2026, student attendance will be recognized at the quarterly awards celebration programs. Students will receive pencils and perfect attendance ribbons.

**Strategy's Expected Result/Impact:** Students will be encouraged to attend school regularly.

**Staff Responsible for Monitoring:** Counselor

**Title I:** 2.5.3

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

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

#### Formative Reviews

No Progress  
**November**

No Progress  
**January**

**March**

**June**

### Strategy 2

By May 2026, monthly attendance meetings will be held to review student attendance and plan intervention when needed.

**Strategy's Expected Result/Impact:** We expect to see improvement in student attendance.

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

#### Formative Reviews

No Progress  
**November**

No Progress  
**January**

**March**

**June**

## Performance Objective 2

By May 2026, there will be a 25% decrease in discipline infractions through the use of positive initiatives.

**Evaluation Data Source:** Discipline Data, Bobcat Boosters and Incentive Cart Artifacts, Sign In Sheets

### Strategy 1

By May 2026, Bobcat Boosters will coordinate monthly celebrations and incentives including, but not limited to, Bobcat Bucks, Mobile Incentive Cart, Bobcat Fun Days, and Staff Luncheons.

**Strategy's Expected Result/Impact:** Improved culture and climate resulting in more positive experiences for students and staff.

**Staff Responsible for Monitoring:** D. Woods, Monette, Cain

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

#### Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

### Strategy 2

By May 2026, Revisioning Future Success counselors will support students in need through sessions held twice a month.

**Strategy's Expected Result/Impact:** Students will receive counseling to provide additional emotional support and coping skills.

**Staff Responsible for Monitoring:** Counselor

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

#### Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

## Performance Objective 3

By May 2026, 80% of students will participate in at least three Houses of Homer (UMOJA- House of Unity; Nia- House of Purpose; Kulike- House of Integrity; Bravura- House of Valor) events to build a strong school community.

**Evaluation Data Source:** House event artifacts

# 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 High Priority HB3 Goal

The percentage of 4th grade students that score meets grade level or above on STAAR Reading will increase from 19% to 25% by June 2026.

**Evaluation Data Source:** STAAR Assessment Data

### Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1, 2.5.3

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

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

#### Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

### Strategy 2 Targeted Support Strategy

Provide before and after school tutorial services for students needing additional support.

**Strategy's Expected Result/Impact:** Struggling students will improve in their academic performance.

**Staff Responsible for Monitoring:** Instructional Coach

**Title I:** 2.5.2, 2.5.3

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

#### Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

## Performance Objective 2 High Priority HB3 Goal

The percentage of 5th grade students that score meets grade level or above on STAAR Reading will increase from 29% to 35% by June 2026.

**Evaluation Data Source:** STAAR Assessment Data

### Strategy 1 Targeted Support Strategy

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1, 2.5.3

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

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

#### Formative Reviews

No Progress  
**November**

No Progress  
**January**

**March**

**June**

### Strategy 2 Targeted Support Strategy

Provide before and after school tutorial services for students needing additional support.

**Strategy's Expected Result/Impact:** Struggling students will improve in their academic performance.

**Staff Responsible for Monitoring:** Instructional Coach

**Title I:** 2.5.2, 2.5.3

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

#### Formative Reviews

No Progress  
**November**

No Progress  
**January**

**March**

**June**

## Performance Objective 3 High Priority HB3 Goal

The percentage of 4th grade students that score meets grade level or above on STAAR Math will increase from 10% to 20% by June 2026.

**Strategy 1**  **Targeted Support Strategy**

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1, 2.5.3

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

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

**Formative Reviews**

No Progress

**November**

No Progress

**January**

**March**

**June**

**Strategy 2**  **Targeted Support Strategy**

Provide before and after school tutorial services for students needing additional support.

**Strategy's Expected Result/Impact:** Struggling students will improve in their academic performance.

**Staff Responsible for Monitoring:** Instructional Coach

**Title I:** 2.5.2, 2.5.3

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

**Formative Reviews**

No Progress

**November**

No Progress

**January**

**March**

**June**

**Performance Objective 4**  **High Priority**  **HB3 Goal**

The percent of 5th grade students that score meets grade level or above on STAAR Math will increase from 12% to 24% by June 2026.

**Evaluation Data Source:** STAAR Assessment Data

**Strategy 1**  **Targeted Support Strategy**

Increase teacher effectiveness in the delivery of tiered instruction by ensuring teachers utilize

instructional materials as intended.

**Strategy's Expected Result/Impact:** There will be an increase in the percentage of students performing on grade level.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach

**Title I:** 2.5.1, 2.5.3

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

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

### Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**

## Strategy 2 Targeted Support Strategy

Provide before and after school tutorial services for students needing additional support.

**Strategy's Expected Result/Impact:** Struggling students will improve in their academic performance.

**Staff Responsible for Monitoring:** Instructional Coach

**Title I:** 2.5.2, 2.5.3

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

### Formative Reviews

No Progress

**November**

No Progress

**January**

**March**

**June**



# Committees

# Committees

## Foundations Team

### Members

First Name	Last Name	Position	Committee Role
Ponda	Brown	ISS Coordinator	Paraprofessional
Nicholas	Monette	Behavior Interventionist Specialist	Non-classroom Professional
Felicia	Cooper	Assistant Principal	Administrator

## Grade Level Chairs

### Members

First Name	Last Name	Position	Committee Role
Raven	Morgan	Kindergarten Teacher	Classroom Teacher

## Campus Education Improvement Committee

### Members

First Name	Last Name	Position	Committee Role
Felicia	Cooper	Assistant Principal	Administrator
Mellow	Tatmon	Principal	Administrator



# **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



# Addendums

<b>Grade Level</b>	<b>Total Count</b>	<b>NH or PI</b>	<b>AA</b>	<b>AI or AN</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>2+ Races</b>	<b>Ec. Dis.</b>
ECSE	13	0	11	0	0	2	0	0	10
PK	59	0	49	0	0	7	2	1	58
K	71	0	58	0	1	8	4	4	70
1st	85	0	72	0	1	6	4	2	79
2nd	94	0	84	0	0	4	3	3	87
3rd	81	0	75	0	0	4	0	2	78
4th	86	0	77	0	0	8	1	1	79
5th	76	0	65	0	0	8	2	1	71
<b>Percentage</b>		0%	86.29%	0%	0.35%	8.26%	2.46%	2.46%	94.15%
<b>Total</b>	<b>569</b>	<b>0</b>	<b>491</b>	<b>0</b>	<b>2</b>	<b>47</b>	<b>14</b>	<b>14</b>	<b>532</b>



**2020-2021 STAAR PRELIMINARY ASSESSMENT DATA BY SUBJECT AND GRADE LEVEL FOR ALL STUDENTS in COMPARISON WITH 2018-2019 STARR ASSESSMENT**

<b>3rd Grade</b>	<b>2019</b>	<b>2021</b>	<b>2019</b>	<b>2021</b>
	<i>STAAR Assessment Meets Grade Level</i>	<i>STAAR Assessment Meets Grade Level</i>	<i>STAAR Assessment Masters Grade Level</i>	<i>STAAR Assessment Masters Grade Level</i>
<b>Reading</b>				
Homer	16.33%	19.72%	9.18%	4.23%
District	24.05%	16.54%	13.75%	6.56%
<b>Math</b>				
Homer	15.31%	6.85%	5.10%	0%

District	20.65%	11.31%	7.34%	3.89%
<b>4th Grade</b>	<b>2019</b> <i>STAAR Assessment</i> <b>Meets Grade Level</b>	<b>2020</b> <i>STAAR Assessment</i> <b>Meets Grade Level</b>	<b>2019</b> <i>STAAR Assessment</i> <b>Meets Grade Level</b>	<b>2020</b> <i>STAAR Assessment</i> <b>Masters Grade Level</b>
<b>Reading</b>				
Homer	18.28%	13.41%	5.38%	3.66%
District	21.53%	16.23%	8.68%	6.71%
<b>Math</b>				
Homer	17.20%	7.53%	13.75%	5%

District	18.25%	12.01%	9.23%	6.36%
<b>Writing</b>				
Homer	7.53%	5.95%	2.15%	1.19%
District	16.43%	8.72%	2.99%	2.52%
<b>5th Grade</b>	<b>2019</b> <i>STAAR</i> <i>Assessment</i> <b>Meets</b> <b>Grade Level</b>	<b>2020</b> <i>STAAR</i> <i>Assessment</i> <b>Meets</b> <b>Grade Level</b>	<b>2019</b> <i>STAAR</i> <i>Assessment</i> <b>Masters</b> <b>Grade Level</b>	<b>2019</b> <i>STAAR</i> <i>Assessment</i> <b>Masters</b> <b>Grade Level</b>
<b>Reading</b>				
Homer	32.91%	15.49%	15.19%	4.23%

District	32.85%	22.99%	16.93%	13.33%
<b>Math</b>				
Homer	29.11%	7.04%	12.66%	1.41%
District	27.21%	17.09%	15.05%	8.20%
<b>Science</b>				
Homer	18.18%	5.63%	2.60%	0%
District	24.05%	8.89%	9.72%	3.59%