

# Beaumont Independent School District



## Minnie Rogers Juvenile Detention

## 2025-2026 Campus Improvement Plan



# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Needs Assessment Overview	5
Demographics	6
Student Learning	10
School Processes & Programs	13
Perceptions	15
<b>Priority Problem Statements</b>	17
<b>Data Documentation for CNA</b>	19
Improvement Planning Data	20
Accountability Data	20
Student Data: Assessments	20
Student Data: Student Groups	20
Student Data: Behavior and Other Indicators	20
Employee Data	20
Support Systems and Other Data	21
<b>Goals</b>	22
Goal 1 : The percent of 3rd grade students that score meets grade level or above on ST...	23
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 ...	26
Goal 4 : Beaumont ISD will improve its perception in the community as indicated on an an...	27
Goal 5 : Beaumont ISD will increase the percentage of students in A or B rated schools fr...	28
<b>Policies, Procedures, and Requirements</b>	29



# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

Minnie Rogers Juvenile Justice Center Educational Program Comprehension Needs Assessment is an ongoing process that is considered a working document where updates will be provided to address all goals. We will continue to provide learning activities that facilitate the transition (re-entry) of students from the Juvenile Justice Center to further their educational options at their respective school districts.

The Minnie Rogers Juvenile Justice Educational Programs Committee will meet every 9 weeks and make adjustments for improvement. As a committee, we will review, make suggestions and analyze all problems and possible root causes to address the goals and strategies for student improvement. The program will work closely with the Superintendent of MRJJC, the AT-Risk Coordinator (BISD), and the Campuses Behavioral Interventionist (BISD specific campuses) to provide a smooth transition from the adjudicated program to the home campus.

# Demographics

## Summary

The Minnie Rogers Juvenile Justice Center, located at 5326 Highway 69 South, Beaumont, Texas, serves as a facility for juveniles with short state sentences, typically 12 months or less. This center is identified by Facility ID# 3450 and is an integral part of the Beaumont community. The center's mission is supported by its partnerships with community service programs such as Ben's Kids, Bright STAR FUTURES, Inspire Encourage, and Achieve (IEA), which provide additional resources and support for the juveniles housed there.

The educational program at Minnie Rogers Juvenile Justice Center is delivered by a team of seven part-time teachers who bring a wealth of experience and professionalism to their roles. Each teacher has over 25 years of experience in education and holds content certification, ensuring that the instruction provided is of the highest quality. The curriculum is structured to include core content subjects—English, Math, Science, and Social Studies—taught in the morning sessions. In the afternoon, students engage in elective courses such as Reading, Physical Education, Financial Literacy, and Character Development, the latter of which is led by Jeremy Maxon Curriculum. This comprehensive educational approach aims to equip students with both academic knowledge and essential life skills.

The Juvenile Justice Center Educational Program is dedicated to serving students between the ages of 10 and 17, providing a comprehensive educational experience tailored to meet the needs of young individuals within this age range. Our program extends its services to a wide array of school districts, including but not limited to Port Neches Grove ISD, Bridge City ISD, Dayton ISD, Evadale ISD, Hull-Daisetta ISD, Nederland ISD, LCM ISD, Liberty ISD, Lumberton ISD, Port Arthur ISD, San Augustine ISD, Vidor ISD, West Orange ISD, Jasper ISD, and several others. Additionally, we collaborate with private institutions such as Monsignor Kelly Catholic High School, St. Anthony Cathedral Basilica, and St. Anne Catholic, ensuring that our educational support reaches a diverse student population across various educational settings.

Our program is committed to inclusivity, servicing all student groups regardless of racial or ethnic background. This includes African American, Asian, Hispanic, White, American Indian, Pacific Islander, and students identifying as Two or More Races. By embracing this diversity, we strive to create an equitable learning environment where every student feels valued and supported. The Juvenile Justice Center Educational Program is equipped to cater to students from 5th through 12th grade, providing a continuum of educational services that address the unique academic and social needs of each student within this grade range. Through our dedicated efforts, we aim to empower students to achieve their full potential and prepare them for future success.

## Strengths

The Minnie Rogers Juvenile Justice Center Educational Program is proud to serve a diverse range of

counties, including Jefferson, Hardin, Chambers, Jasper, East Chambers, Liberty, and Montgomery. This broad reach allows us to impact a wide array of communities, providing educational opportunities and support to students who might otherwise face significant challenges in accessing quality education. Our commitment to these counties underscores our dedication to fostering educational equity and ensuring that all students have the resources they need to succeed.

Our program is characterized by a safe and structured environment that significantly reduces the peer pressure often encountered on traditional home campuses. By implementing a standardized attire policy, we minimize distractions and create a focused learning atmosphere. This approach is complemented by our emphasis on building a culture of acceptance through Social Emotional Learning (SEL) Restorative Circles and Trauma-Informed Training. These initiatives are designed to support students' emotional and social development, helping them to navigate personal challenges and build resilience.

Additionally, we are committed to supporting our teen mothers through Pregnant Related Services (PRS), ensuring they receive the necessary resources and guidance to continue their education while managing the responsibilities of parenthood. These programs are not static; they are reviewed and enhanced annually in collaboration with Beaumont ISD Coordinators to ensure they meet the evolving needs of our students. Our ongoing dedication to these initiatives reflects our commitment to providing a comprehensive and supportive educational experience for all students at the Minnie Rogers Juvenile Justice Center. At Minnie Rogers Juvenile Justice Center Educational Program, we pride ourselves on having a team of certified content area teachers who deliver an intensive and challenging curriculum. Our educators employ sound research-based instructional practices, ensuring that our students receive a high-quality education that is both rigorous and relevant. This commitment to excellence in teaching is further supported by the fact that all our teachers are deeply knowledgeable about the curriculum and their specific content areas, allowing them to provide expert guidance and support to our students. Our program is dedicated to the rehabilitation and humanistic care of our students, recognizing the importance of addressing their individual needs and fostering their personal growth. We understand that education is a key component of rehabilitation, and we strive to create an environment that supports both academic and personal development. This commitment is reflected in the collaborative efforts between Minnie Rogers JJC County Staff and the Educational Program, as we work together to provide comprehensive academic services, life skills training, discipline, and counseling services for all juveniles in our care.

- We are proud to maintain a 100% certification rate among our teachers, ensuring that every educator in our program meets the highest standards of professional qualification. Additionally, our student/teacher ratio of no more than 8:1 allows for personalized attention and tailored instruction, enabling our teachers to effectively address the unique needs of each student. This low ratio is instrumental in fostering a supportive and engaging learning environment.
- Building positive relationships with our students is a cornerstone of our educational philosophy. Through engagement, activities, and discussions, including Social Emotional Learning (SEL) Restorative Circles within the classroom, we create opportunities for meaningful interaction and connection. These practices not only enhance the educational experience but also contribute to the development of trust and mutual respect between students and educators, which is essential for effective learning and personal growth.



# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Students are ordered to Minnie Rogers Juvenile Justice Center from several ISDs and counties.	Trying to locate the out-of-district 504, ELL, dyslexic, and/or Special Education Records from other ISDs and counties can be challenging.
2 ★	Students ordered to Minnie Rogers Juvenile Justice Center often distrust and display negative attitudes towards peers/adults and authority.	Almost 100% of our students have experienced some form of trauma.

★ = Priority

# Student Learning

## Summary

**Minnie Rogers Juvenile Justice Center Educational Program** provides a supportive and structured learning environment that helps students strengthen academic skills, develop positive social behaviors, and improve problem-solving abilities. Our goal is for every student to return to their home campus demonstrating measurable academic and personal growth.

Instruction is based on the Texas Essential Knowledge and Skills (TEKS) and the Beaumont ISD curriculum, meeting all Texas Education Agency (TEA) requirements for graduation and state regulations for juvenile correctional facilities. Lessons and interventions are tailored to address each student's specific learning gaps, as identified through assessments and teacher observations.

Through a blend of direct instruction, group work, technology-based learning, and targeted interventions, we ensure at-risk students receive both rigorous academic instruction and the necessary remediation to succeed. The program operates under a yearly Memorandum of Understanding (MOU) with Beaumont ISD, ensuring consistency, quality, and alignment across all subjects.

## Strengths

### Minnie Rogers Juvenile Justice Center

#### Student Learning Strengths

##### 1. Strong Student Engagement & Classroom Management

- Small class sizes (average 6:1 student-teacher ratio) create a focused environment.
- Staff maintain a student-centered culture, actively engaging students in learning.

##### 2. Positive Academic Outcomes

- 85% of students completing a 9-week or semester term raise their grades to passing.
- Individualized attention in small classes contributes to measurable growth.

##### 3. Rigorous, Research-Based Curriculum

- Lessons align with TEKS and Beaumont ISD scope and sequence.
- Instruction incorporates research-based strategies to meet diverse learning needs.

##### 4. Effective Testing & Assessment Practices

- STAAR and TELPAS assessments were conducted per TEA requirements.
- Collaboration with Beaumont ISD ensures a dedicated Campus Testing Coordinator for over 15 districts.

##### 5. Strong Collaboration with Home Districts

- Staff actively participate in ARDs, MTSS, RtI, Dyslexia, 504, and LPAC meetings.
- Ensures continuity and appropriateness of services for all students.

##### 6. Comprehensive Gap Identification & Intervention Planning

- Staff review school records to identify learning gaps.

- Targeted intervention plans are designed for each student's individual needs.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



The majority of students at Minnie Rogers Juvenile Justice Center are performing below grade level, which limits their academic progress and reduces opportunities for successful reintegration into traditional educational settings.

Student-Level Causes, Program/School-Level Causes, and Systemic/External Causes

 = Priority

# School Processes & Programs

## Summary

Students at the Minnie Rogers Juvenile Justice Center (MRJJC) Educational Program are organized based on educational level, subject proficiency, and, in some cases, behavioral needs. Additionally, students are grouped according to their living assignments as determined by detention staff. MRJJC strives to prepare all students, regardless of academic deficiencies, to succeed through individualized lessons, assessments, and targeted interventions.

Upon arrival at the facility, students—typically ages 6 to 11—are placed in appropriate educational groups. The MRJJC setting is designed to be protective rather than punitive, with a focus on teaching discipline, values, and work ethics to guide youth toward becoming productive citizens. Instruction is aligned with TEKS/BISD curriculum and state standards, ensuring the needs of all at-risk students are met. All accommodations, including those for students with 504 plans, are addressed, and students are provided with reflection strategies to cope with being incarcerated.

All students wear county-provided uniforms and are taught self-regulation, social skills, and academic skills to support a smooth transition back to their home campuses. The educational staff are highly experienced, with an average of 30 years in teaching, and are all considered highly qualified.

## Strengths

The Minnie Rogers Juvenile Justice Center (MRJJC) Educational Program's primary strength is its focus on education rather than punishment. The program teaches students discipline, values, and work ethics, guiding them toward becoming productive citizens.

MRJJC ensures that appropriate interventions are provided for at-risk students. All teachers are encouraged to participate in professional development focused on behavior management, crisis intervention, trauma-informed care, de-escalation techniques, and conflict resolution.

Behavioral support staff are present in every classroom through a collaboration between MRJJC and Beaumont ISD. This partnership allows teachers to focus on instruction while ensuring students receive individualized behavioral support. Beaumont ISD also provides specialized training in trauma-informed approaches to help youth develop emotionally and socially.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

1

The MRJJC Educational Program routinely has students of varying grade levels taking different courses in the same content area. This variation makes it difficult to provide appropriately paced instruction, maintain curriculum consistency, and ensure that all students achieve grade-level proficiency.

## Root Cause

The root cause is a combination of gaps in prior learning, individual academic readiness, and the need to balance instruction in a mixed-ability setting.

★ = Priority

# Perceptions

## Summary

Minnie Rogers Juvenile Justice Center (MRJJC) serves students who are ordered to the program due to various violations. While the juvenile justice system is often perceived as a penal system similar to adults, MRJJC emphasizes education, treatment, and rehabilitation. The Educational Program provides students with TEKS-aligned instruction, interventions, assessments, and curriculum comparable to their home campuses. It also addresses public safety and accountability while focusing on helping students grow academically, socially, and behaviorally.

## Strengths

The perceived strengths of the Minnie Rogers Juvenile Justice Center (MRJJC) Educational Program are essentially what stakeholders—students, parents, staff, and the community—see as the program’s most positive aspects.

We focus on the following:

- **Focus on Education Over Punishment** – Unlike adult penal systems, MRJJC is perceived as prioritizing education, personal growth, and rehabilitation rather than purely punitive measures.
- **Individualized Academic Support** – Students receive TEKS-aligned instruction, interventions, and assessments tailored to their skill levels, ensuring that learning continues even in a correctional setting.
- **Holistic Student Development** – The program emphasizes discipline, values, work ethics, self-regulation, and social-emotional growth alongside academics.
- **Highly Qualified Staff** – The perception is strengthened by the experience and professionalism of the teaching staff, who are well-trained in behavior management, trauma-informed care, and conflict resolution.
- **Safe, Protective Environment** – MRJJC is perceived as a secure, structured setting that balances public safety with student rehabilitation.
- **Collaboration and Support Services** – Behavioral support staff and partnerships with Beaumont ISD allow teachers to focus on instruction while ensuring students receive emotional and behavioral support.
- **Smooth Transition to Home Campuses** – The program’s emphasis on reintegration, social skills, and academic continuity helps students successfully return to their home schools.

# Problem Statements Identifying Perceptions Needs

## Problem Statement


## Root Cause

1

Many members of the community, including staff, parents, and students, perceive the Minnie Rogers Juvenile Justice Center as primarily a punitive facility rather than an educational program, which may limit engagement, support, and opportunities for student success.

Lack of Awareness or Communication, Historical Stigma, Limited Positive Exposure, Focus on Discipline in Messaging, and Inconsistent Stakeholder Engagement

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

The majority of students at Minnie Rogers Juvenile Justice Center are performing below grade level, which limits their academic progress and reduces opportunities for successful reintegration into traditional educational settings.

Student-Level Causes, Program/School-Level Causes, and Systemic/External Causes

2  
★

Students ordered to Minnie Rogers Juvenile Justice Center often distrust and display negative attitudes towards peers/adults and authority.

Almost 100% of our students have experienced some form of trauma.

★ = 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

## Accountability Data

- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Pregnancy and related services data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources 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 16% to 55% by June 2025.

## Performance Objective 1

By May 2026, at least 90% of incarcerated students enrolled at Minnie Rogers Juvenile Justice Center will participate in the MindPlay Literacy Program a minimum of 4 days per week for 45 minutes per day, as documented by program usage reports.

**Evaluation Data Source:** Benchmark 1 -- By November 2025

At least 70% of enrolled students will meet the 4-day/45-minute requirement.

MindPlay usage reports will be reviewed monthly to identify barriers to participation.

Benchmark 2 -- By February 2026

At least 80% of enrolled students will meet the participation requirement.

Interventions (extra lab time, scheduling adjustments, behavioral incentives) will be implemented for students falling short.

Benchmark 3 -- By April 2026

At least 85% of enrolled students will meet the participation requirement, positioning the program to hit the 90% target in May.

## Strategy 1

Incorporate project-based learning activities that engage students in real-world applications of academic concepts.

**Problem Statements:** Student Learning 1

### Formative Reviews

November

January

March

June

# Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

The majority of students at Minnie Rogers Juvenile Justice Center are performing below grade level, which limits their academic progress and reduces opportunities for successful reintegration into traditional educational settings.

Student-Level Causes, Program/School-Level Causes, and Systemic/External Causes

# Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

## Performance Objective 1

By May 2026, at least 80% of identified 5th-12th-grade incarcerated students performing below grade level will receive targeted educational interventions in their area(s) of deficit (with Math/Reading) for a minimum of 30 minutes daily, as documented by intervention logs, and lesson plans.

**Evaluation Data Source:** Benchmark 1 -- By November 2025

60% of identified students are receiving daily targeted interventions.

Intervention logs are completed weekly and reviewed by instructional staff.

Baseline data on each student's deficit areas is collected.

Benchmark 2 -- By February 2026

70% of identified students are consistently receiving daily targeted interventions.

Progress monitoring reports show that at least 50% of these students are demonstrating measurable growth in their targeted skills.

Benchmark 3 -- By April 2026

75% of identified students are meeting the daily intervention requirement.

Adjustments are made for students showing little to no progress (different strategies, group sizes, or materials).

Final Goal -- May 2026

80% of identified students meet the daily targeted intervention requirement.

At least 60% of those students show measurable academic growth in their deficit areas.

# **Goal 3** The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

## **Performance Objective 1**

By May 2026, at least 80% of 9th-12th-grade incarcerated students will demonstrate increased knowledge of at least three career path opportunities and their associated training/education requirements through Beaumont, Texas Workforce Solutions, as measured by a post-program survey, Virtual Reality Sessions, and/or assessment.

# Goal 4 Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

## Performance Objective 1

By May 2026, the Minnie Rogers Juvenile Justice Educational Program will work collaboratively with the Beaumont ISD Behavior Intervention Specialists to provide bi-weekly restorative circle sessions for students ordered to MRJJC.

**Evaluation Data Source:** Student Services will continue to provide grades reports and attendance records to the home school for parents' knowledge, and a monthly newsletter will be generated for Minnie Rogers and ES DAEP.

### Strategy 1

Minnie Rogers Juvenile Justice Center Educational Program will continue to provide daily attendance and Interim Grades, 3 weeks, 9 weeks, and semester grades to Student Service Dept. who then will push those records to the home campus.

**Strategy's Expected Result/Impact:** Meeting agenda and notes, grade reports, and attendance reports.

**Staff Responsible for Monitoring:** Minnie Rogers Juvenile Justice Center Administrator, MRJJC Secretary, and Student Service Specialist

### Formative Reviews

November

January

March

June

## Performance Objective 2

By May 2026, 85 % of the Minnie Rogers Juvenile Justice incarcerated students who are released from MRJJC will report to their home campuses with a transitional support plan of success.

# 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

By May 2025, 80% of the students who are released from MRJJC will report to their home campuses with a transitional support plan of success.

**Evaluation Data Source:** The home campuses Principal, grade AP & counselor, and BIS for the returning student will be in collaboration with the MRJJC Administrator and IEA Support member. Complete the HB 2184 transition plan on the student within BISD.



# **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