

Beaumont Independent School District



Fletcher Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

We believe that our mission at Fletcher Elementary is to provide for continuous student achievement

IN A WAY THAT:

All students will be challenged to achieve their greatest potential

Each child's individuality will be recognized

Everyone will be treated with dignity and respect

Everyone will perceive our mission as a vested interest and commit to full support of our endeavors in the implementation and achievement of our mission.

Vision

Fletcher Elementary is "committed to student and staff growth."

Value Statement

WE BELIEVE IN

The assurance of safety in the school environment

The continual development and implementation of quality schools

Bridging the gap between the majority and minority learner

An appreciation of various cultures

Academic success for each child will occur in a safe and positive environment

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Comprehensive Needs Assessment

Demographics

Summary

Fletcher Elementary School is located in the middle of "the Avenues" at 1055 Avenue F and serves students in grades PK-5th. The student demographics of Fletcher reflect the ethnic composition of the community from which it draws its population. It is 1 of 2 bilingual campuses in the district that services students in the Bilingual program. These students come from different areas of the city and are bused in to receive those services.

Total Population of Students: 564

Demographic	Number of Students	Percentage
African American	139	24.05%
American Indian or Alaska Native	2	0.35%
Asian	2	0.35%
Hispanic	417	72.15%
White	13	2.25%
Two or More Races	4	0.69%

Fletcher Elementary offers instructional programs designed to meet the individual needs of all students. The regular education program is the largest instructional program which includes Bilingual, ESL, Dyslexia, and Gifted/Talented. The Special Education Program focuses on the unique needs and services of students. Inclusion, Resource, Early Childhood Special Education, Structured Learning, and Academics for Life are included in the Special Education Program.

Program	Number of Students	Percentage
Bilingual Education	240	42.55%
ESL	96	17.02%
Gifted and Talented	50	8.86%
SPED	83	14.71%

504	13	2.3%
Dyslexia	12	2.12%

Attendance

Student and staff attendance increased from the previous year. We will continue implementing the attendance action plan to meet our campus and district goal of 95%.

Student and staff attendance remains a contributing factor to overall academic achievement.

	2021-2022	2022-2023	2023-2024	2024-2025
EE	82.1%	84.6%	88.13%	88.61%
PK	87.5%	85.8%	89.34%	90.07%
Kindergarten	87.8%	89.1%	91.39%	92.72%
1st Grade	89.3%	92.7%	92.49%	94.35%
2nd Grade	91.1%	93.2%	94.46%	95.3%
3rd Grade	91.8%	93.9%	94.36%	96.35%
4th Grade	92.5%	93.0%	94.41%	95.7%
5th Grade	90.3%	92.2%	93.32%	94.39%
Total	90.3%	92.2%	93.32%	94.54%

Student Discipline

	2024-2025
ISS	
OSS	

Student discipline has increased this school year. It is attributed to the rezoning process and having new students on campus. This is being addressed in goal number 4.

Strengths

- The Bilingual Program addresses the needs of newcomer incoming students in all grade levels PK-5th.
- The District Pre-K Program for economically disadvantaged and EL populations provide early intervention for at-risk students.
- The Special Education Program adds diversity to the campus and supports the students' academic needs and social-emotional needs.

- The G/T program addresses the needs of our Gifted and Talented students.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Attendance continues to be below our district/
campus goal of 95%.

Parents are not aware of the 90% rule and the
repercussions of possibly losing credit for the school
year.

 = Priority

Student Learning

Summary

At Fletcher Elementary, our emphasis is to focus on student growth and DII (Data Informed Instruction). PLC's (Professional Learning Communities) are held weekly to disaggregate data and keen in on student work. By observing the student's thought processes, we are able to delve in and focus on what the students need. The collaboration amongst grade-level teachers during PLCs (Professional Learning Communities) leads to student growth and success.

Please refer to the five-year comparison (2021-2024) of the STAAR results in the addendum files.

Strengths

- Student performance on STAAR Reading and Math has remained consistent.
- Overall, the scores are consistent with a met-standard rating.
- Students receive intervention as needed by the classroom teacher, ESL pull-out/push-in teacher, Resource/Inclusion Teacher, and Bilingual/ESL paraprofessionals.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

There is an increase in disruptive behaviors in the classrooms across all grade levels.

There are numerous amounts of new students due to the rezoning process that are having to acclimate to a new campus and new rules. Also, there have been many referred cases for testing that are in the process.

 = Priority

School Processes & Programs

Summary

Instructional and Personnel

Fletcher Elementary follows the district's online curriculum which is aligned to the state's TEKS (Texas Essential Knowledge and Skills). Data-driven decisions are made based on state assessments, common formative assessments, benchmark assessments, and campus walk-through data. Professional development is planned on collected data for student and staff growth.

Campus-based instructional and extracurricular programs that enhance academic achievement include the following:

Program	Description
Accelerated Reader	Accelerated Reader is a reading management tool that helps teachers motivate students. The program is designed to assist teachers in guiding students to appropriate books and closely monitor reading practice using reliable and valid quizzes.
Athletics- Soccer, and Cheer	This program is offered to 3rd, 4th and 5th grade students, and is used to promote self-esteem, school spirit, athlete skill sets, and good sportsmanship.
Dyslexia Program	The Dyslexia Program provides screenings, intervention, and parent meetings and trainings for students with Dyslexia. Students may qualify for the program according to the TEA guidelines in the areas of reading, handwriting, phonics, and spelling.
Branching Minds	An online program that allows staff to monitor all aspects of student data in one program. You can view academics, attendance, behavior, etc. This is also the platform to document for RTI.
Item Analysis and DDI (Data Driven Instruction)	Using Eduphoria Aware, student success is measured every nine weeks. The program

	focuses on student performance on the nine week assessments and diagnostic tests in grades K-5.
ROAR Program	This reading initiative targets Kinder-5th students who are not meeting reading proficiency standards according to mClass testing. Students meet weekly with a community volunteer for 30 minutes to partake in reading intervention.
mClass	These are a set of diagnostic tests for grades K-5 that assess and track student progress. Available teacher reports are used to drive instructional practices. The assessment results empower educators to focus on individualizing instruction to accelerate learning for all students.
Student Council	Student Council is a group of students elected by their peers who address issues of concern and organize student events and activities.
Tutorials	Targeted students are offered this intervention program after school to assist with closing the gaps in Reading and Math.
UIL	The University Interscholastic League offers the most comprehensive literary and academic competitive program in the nation. These activities are designed to motivate students as they acquire higher levels of knowledge. Students compete at the district level in the areas of Spelling, Creative Writing, Storytelling, Number Sense, and Maps, Charts, and Graphs.
ST Math	This is a web-based math program that is purchased by the district and used for intervention including HB1416.

Organization

Fletcher is one of 16 elementary schools in Beaumont ISD. It consists of 564 students and 83 staff members. The Campus Educational Improvement Committee is the governing campus body.

Campus Educational Improvement Committee (CEIC)

Name	Committee Role
Gloria Guillory	Principal
Nancy Bobs	Assistant Principal
Mary Guillory	Reading Coach
Amber Phillips	Teacher
Celene Mayo	Teacher
Vanessa Iglesias	Teacher
Patricia Rios	Teacher
Sandra Avella	Teacher
Kristy Schroeder	Teacher
Arely Delatorres	Teacher
Chandra Willis	Teacher
Aleona Darden	Non-Teaching Staff- Secretary
Maria Rojas	Parent
Darian Scott	Parent
Felicia Martinez	Community Member
Adrienne M. Hebert	Community Member
Alberto Iglesias	District-Level Representative
Rhonda Boerner	Business Representative
Charlesa Edwards	Business Representative

Administrative

Formal leadership is structured by the Leadership Team, which is comprised of the principal, assistant principal, counselor, and curriculum coordinator. Informal leadership is comprised of the Foundations Team.

Strengths

- Newly certified teachers and adjuncts are paired with a mentor teacher to assist with the improvement of classroom management and instructional skills.
- Teachers are provided the opportunity to receive campus-based and district-wide professional development related to their field throughout the year.
- An Instructional coach is available to assist teachers with effective teaching strategies and classroom management.
- Students are provided with a variety of extracurricular activities.
- Grade Level PLC meetings are held weekly with teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1</p> <p>Students are not answering in complete sentences when asked academic questions in at least 75% of observed instances.</p>	<p>Teachers are not providing sentence stems or requiring students to answer in complete sentences.</p>
<p>2</p> <p>★</p> <p>Academic monitoring is only implemented with fidelity by 15% of classroom teachers.</p>	<p>Due to a lack of monitoring and an opulent amount of programs/initiatives, fidelity is lacking.</p>

★ = Priority

Perceptions

Summary

It is our goal to create a positive school culture that includes high expectations for learning and achievement, a safe and caring environment, a viable curriculum, high student motivation and engagement, a professional faculty culture, and partnerships with families and the community.

In an effort to address our campus culture and climate, we will establish processes and procedures for our students and staff. This allows the teacher to set clear behavioral expectations within the classroom. Expectations for the common areas are also established and explicitly taught by the classroom teachers. The campus based Foundations team creates the PowerPoints for the staff.

Communication with our families is vital. Primarily, this occurs digitally through Class Dojo and also via the campus Facebook page. We also use Blackboard connect to send out mass messages to families by phone and text. Our Fletcher Elementary Facebook page also serves as an online connection with the families to keep them abreast of current information and activities.

All communication is in English and Spanish.

Strengths

- Teachers have been trained in CHAMPS (Positive Behavior Support System)
- Campus-wide norms have been established and are taught explicitly to students.
- Communication is made available in English and Spanish.

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

Of the 50 volunteers registered, only 4% are active on campus.

School activities that are of interest to parents and community members are not offered.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause



Academic monitoring is only implemented with fidelity by 15% of classroom teachers.

Due to a lack of monitoring and an opulent amount of programs/initiatives, fidelity is lacking.

 = **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 Reading and math goals for PreK-3
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation



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 HB3 Goal

The percent of PreK students meeting grade level criterion on the CIRCLE assessment in Reading will increase from 45% in English BOY (beginning of the year) data to 70% and 24% Spanish BOY data to 60% by May 2026 in EOY (end of the year) data.

Evaluation Data Source: CLI Engage reports

Strategy 1

Teachers will implement effective small-group instruction using engaging learning stations based on CLI data.

Strategy's Expected Result/Impact: Improve student literacy skills and phonemic awareness.

Staff Responsible for Monitoring: Reading Coach
Administrative Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 2 HB3 Goal

The percent of Kindergarten students meeting grade level criterion on the mCLASS assessment in Reading will increase from 13% in BOY (beginning of the year) data to 50% by May 2026 on EOY (end of the year) data.

Evaluation Data Source: mCLASS reports

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Implement the components of the instructional handbook: effective small group instruction and student discourse.

Strategy's Expected Result/Impact: Improve teacher and staff capacity
Improve student achievement

Staff Responsible for Monitoring: Leadership Team, Reading Coach

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Provide targeted intervention to struggling students by using the following: *mClass intervention lessons during small group instruction *Utilize paraprofessionals during the intervention *Use iReady and Progress Learning to increase the Rigor of instruction and assessment.

Strategy's Expected Result/Impact: Increase in Student Achievement

Staff Responsible for Monitoring: Leadership Team
Reading Coach
Lead teachers

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

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Performance Objective 3 HB3 Goal

The percent of 1st-grade students meeting grade level criterion on the mCLASS assessment will increase from 26% in BOY (beginning of the year) data to 50% by May 2026 on EOY (end of the year) data.

Evaluation Data Source: mClass data

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Implement the components of the instructional handbook: effective small group instruction and student discourse.

Strategy's Expected Result/Impact: Improve teacher and staff capacity
Improve student achievement

Staff Responsible for Monitoring: Leadership Team

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Provide targeted intervention to struggling students by using the following: *mClass intervention lessons during small group instruction *Utilize paraprofessionals during the intervention *Implement additional resources such as iReady and Profess Learning to increase rigor for instruction and assessment.

Strategy's Expected Result/Impact: Increase in Student Achievement

Staff Responsible for Monitoring: Leadership Team

Reading Coach

Lead teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 3 Additional Targeted Support Strategy Results Driven Accountability

Focus and provide targeted intervention on phonemic awareness in a small group based on data *Use Saxon phonics with fidelity *Use Estrellita with fidelity for Bilingual classes/with Saxon time *Use mClass small group intervention grouping and lessons

Strategy's Expected Result/Impact: Increased awareness of phonemic awareness

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

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Performance Objective 4 HB3 Goal

The percent of 2nd-grade students meeting grade level criterion on the mCLASS assessment will increase from 40% in BOY (beginning of the year) data to 60% on EOY (end of the year) data by May 2026.

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

Implement the components of the instructional handbook: effective small group instruction and student discourse.

Strategy's Expected Result/Impact: Improve teacher and staff capacity
Improve student achievement

Staff Responsible for Monitoring: Leadership Team
Reading Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 2 **Additional Targeted Support Strategy** **Results Driven Accountability**

Provide targeted intervention to struggling students by using the following: *mClass intervention lessons during small group instruction *Utilize paraprofessionals during the intervention *Utilize supplemental rigorous materials- iReady and Progress Learning

Strategy's Expected Result/Impact: Increase in Student Achievement

Staff Responsible for Monitoring: Leadership Team
Reading coach
Lead teachers

Funding Sources: iReady (STAAR 2.0 materials for Reading/Math/Science for 2nd-5th Grades) Title I, Part A, \$28,000, Progress Learning (Rigorous TEK aligned resource and assessment builder) Title I, Part A, \$6,500

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Focus and provide targeted intervention on phonemic awareness in a small group based on data
*Use Saxon Phonics/Estrellita with fidelity *Use mClass intervention lessons with fidelity

Strategy's Expected Result/Impact: Increased awareness of phonemic awareness

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

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Goal 2

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

Performance Objective 1 HB3 Goal

The percent of PreK students meeting grade level criterion on the CIRCLE (CLI engage) assessment in math will increase from 40% English BOY (beginning of the year) data to 70% and 53% Spanish BOY data to 75% in EOY (end of the year) data by May 2026.

Evaluation Data Source: CLI engage reports

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Teachers will implement effective small-group instruction using engaging learning stations based on CLI data.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Leadership Team
Math Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 HB3 Goal

The percent of K students meeting grade level criterion on the NWEA MAPS assessment will increase from 39% in BOY (beginning of the year) data to 55% on EOY (end of the year) data by May 2026.

Evaluation Data Source: NWEA Reports
9 week assessment data

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Implement the components of the instructional handbook: effective small group instruction and student discourse.

Strategy's Expected Result/Impact: Increase in student Math scores on Bluebonnet, district assessments, and state assessments

Staff Responsible for Monitoring: Leadership Team
Math Coach

Funding Sources: Professional Development Title I, Part A, \$5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Provide targeted intervention to struggling students by using the following: *Bluebonnet and Delta intervention lessons *iReady and Progress Learning *utilize paraprofessionals *manipulatives and visuals

Strategy's Expected Result/Impact: Increase in Student Achievement

Staff Responsible for Monitoring: Leadership Team
Lead teachers

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 HB3 Goal

The percent of 1st-grade students meeting grade level criterion on the NWEA MAPS assessment will increase from 61% in BOY (beginning of the year) data to 75% on EOY (end of the year) data by May 2026.

Evaluation Data Source: Eduphoria reports
NWEA MAPS data reports

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Implement the components of the instructional handbook: effective small group instruction and student discourse.

Strategy's Expected Result/Impact: Increase in student Math scores on Bluebonnet, district assessments, and state assessments

Staff Responsible for Monitoring: Leadership Team
Math Coach

Funding Sources: Materials for ongoing training Title I, Part A, \$1,000

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Provide targeted intervention to struggling students by using the following: *Bluebonnet and Delta intervention lessons *iReady and Progress Learning *utilize paraprofessionals *manipulatives and visuals

Strategy's Expected Result/Impact: Increase in Student Achievement

Staff Responsible for Monitoring: Leadership Team
Math Coach
Lead teachers

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Performance Objective 4 HB3 Goal

The percent of 2nd-grade students meeting grade level criterion on the NWEA MAPS assessment will increase from 47% in BOY (beginning of the year) data to 65% on EOY (end of the year) data by May 2026.

Evaluation Data Source: Eduphoria
NWEA MAPS reports

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Implement the components of the instructional handbook: effective small group instruction and student discourse

Strategy's Expected Result/Impact: Increase in student Math scores on Bluebonnet, district assessments, and state assessments

Staff Responsible for Monitoring: Leadership Team
Math Coach

Funding Sources: Professional Development Title I, Part A, \$5,000

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 2 Additional Targeted Support Strategy Results Driven Accountability

Provide targeted intervention to struggling students by using the following: *Bluebonnet and Delta intervention lessons during small group instruction *iReady and Progress Learning *Utilize paraprofessionals during the intervention *Utilize supplemental rigorous materials- iReady

Strategy's Expected Result/Impact: Increase in Student Achievement

Staff Responsible for Monitoring: Leadership Team
Math Coach
Lead teachers

Funding Sources: iReady Professional Development Title I, Part A, \$2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Goal 3

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

Performance Objective 1

By the end of May 2026, at least 95% of PK-5th grade students will attend a CCMR event to increase awareness of college, career, and military readiness.

Evaluation Data Source: Calendar Invites

Strategy 1

Attend CCMR events hosted by the district and create some of those opportunities on campus to expose students to different career opportunities.

Strategy's Expected Result/Impact: Students can be exposed to colleges, technical schools, and trade schools in order to find a path for their future.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Connect high school to career and college

Formative Reviews

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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 the end of May 2026, we will increase partnerships with community members and business partners from four to six.

Evaluation Data Source: Partnerships approved by Communications Department.

Strategy 1

Reach out to new businesses, community, and faith-based organizations to provide opportunities to partner with the school

Strategy's Expected Result/Impact: Increase community involvement

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

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Performance Objective 2

By May 2026 we will have increased the number of parents that attend parent engagement activities by 15%.

Evaluation Data Source: Sign-in Sheets

Strategy 1

Create opportunities for increased parental engagement such as: *Meet the Teacher *Open House *Parent/Teacher Conferences *A variety of student/parent involvement w/staff *Communication in both languages (English and Spanish) *Offer a variety of times for parents to be able to participate

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Parent Involvement Coordinator

Funding Sources: Materials for Make/Take activities Title I, Part A, \$1,500, Snacks for participating parents Title I, Part A, \$1,000

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3

By May 2026, the number of behavior corrections will be reduced from an average of 8 per week to an average of 5 per week through the implementation of social emotional learning (SEL) strategies and restorative practices that promote student self-management and positive relationships.

Evaluation Data Source: TEAMS Discipline report

Strategy 1

Utilize restorative practices during class meetings, small group, and one-on-one behavior interventions.

Strategy's Expected Result/Impact: Students will learn to self-regulate and self-manage their behaviors

Staff Responsible for Monitoring: Counselor
Behavior Interventionist
Wellness Coordinator
CIS Coordinator

Formative Reviews

No Progress

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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 HB3 Goal

By the end of the 2026 school year, the Math STAAR scores meeting standard for 3rd Grade will increase on approaches from 66% to 72%, meets 36% to 50%, and masters 10% to 15%. (not the same cohort)

Evaluation Data Source: STAAR scores
TAPR
Eduphoria

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Implement the components of the instructional handbook: lesson planning, effective small-group instruction, academic monitoring, and student discourse

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

Staff Responsible for Monitoring: Leadership Team
Reading Coach

Funding Sources: Incentives Activity Funds, \$2,000, Materials to document progress SCE, \$1,000, Tutorials/Enrichment Title I, Part A, \$13,000, Manipulatives Title I, Part A, \$1,000, Technology -for online programs Title I, Part A, \$10,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Performance Objective 2 High Priority

By the end of the 2026 school year, the Reading STAAR scores meeting standard for 3rd Grade will increase on approaches from 60% to 70%, meets 35% to 50%, and masters 9% to 15%. (not the same cohort)

Evaluation Data Source: STAAR scores
TAPR
Eduphoria

Strategy 1 Additional Targeted Support Strategy Results Driven Accountability

Implement the components of the instructional handbook: lesson planning, effective small-group instruction, academic monitoring, and student discourse

Strategy's Expected Result/Impact: STAAR Scores

TAPR

Eduphoria

Staff Responsible for Monitoring: Leadership Team

Math Coach

Funding Sources: iReady licences Title I, Part A, \$13,000, Manipulatives Title I, Part A, \$1,000, Materials for documentation of progress SCE, \$1,000, Incentives Student Activity Funds, \$2,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3

By the end of the 2026 school year, the overall Science STAAR score for 5th Graders meeting standard will increase in approaches from 66% to 70% , meets 23% to 35%, and masters 6% to 10%.

Evaluation Data Source: STAAR scores

TAPR

Eduphoria

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

Implement the components of the instructional handbook: lesson planning, effective small-group instruction, academic monitoring, and student discourse

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

Staff Responsible for Monitoring: Leadership Team

Math/Science Coach

Funding Sources: Tutorials/Enrichment Title I, Part A, \$13,000, Manipulatives/Resources Title I, Part A, \$3,000, Materials for Labs SCE, \$3,000, Technology for online programs Title I, Part A, \$5,000, Incentives Student Activity Funds, \$1,000

Formative Reviews

Some Progress

November

January

March

June

Performance Objective 4

By the end of the 2026 school year, at least 80% of EB (emergent bilingual) students will grow one full year in their language as evidenced on the TELPAS assessment.

Evaluation Data Source: TELPAS Report

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

Ensure that Summit K--12 is used by all BE students at least 60 minutes per week.

Strategy's Expected Result/Impact: attainment of the English language

Staff Responsible for Monitoring: LPAC Coordinator
Reading Coach

Funding Sources: Headphones for the program Title III,

Formative Reviews

Some Progress				
November	January	March	June	

Performance Objective 5

By the end of the 2026 school year, the attendance rate will increase from 94% to 96%.

Evaluation Data Source: PEIMS reports

Strategy 1

Watch Dog letters will be distributed consistently. Attendance Review Committee will contact parents in jeopardy of losing credit based on the 90% rule. 9 week attendance incentives planned

Strategy's Expected Result/Impact: Increase in student attendance with a positive impact in academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Committee, PEIMS clerk

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress				
November	January	March	June	



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Charlesa Edwards	CIS	Title IA	0.25
Mary Guillory	Instructional Coach	Title IA	1



Committees

Committees

Campus Education Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Adrienne	Hebert	Community Member	Community Representative
Darian	Scott	Parent	Parent
Maria	Rojas	Parent	Parent
Charlesa	Edwards	CIS	Business Representative
Alberto	Iglesias	District Representative	District-level Professional
Rhonda	Boerner	Girl Scouts	Business Representative
Felicia	Martinez	Community Member	Community Representative
Celene	Mayo	Teacher	Classroom Teacher
Amber	Phillips	Teacher	Classroom Teacher
Arely	Delatorre	Teacher	Classroom Teacher
Sandra	Avella	Teacher	Classroom Teacher
Vanessa	Iglesias	Teacher	Classroom Teacher
Chandra	Willis	Teacher	Classroom Teacher
Patricia	Rios	Teacher	Classroom Teacher
Kristy	Schroeder	Teacher	Classroom Teacher
Aleona	Darden	PEIMS Clerk	Non-teaching staff
Mary	Guillory	Instructional Coach	Non-teaching staff
Nancy	Bobs	Assistant Principal	Non-teaching staff
Gloria	Guillory	Principal	Administrator



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



Addendums

STAAR DATA



Student Achievement Summary 3-5

(Awaiting official TAPR report to be released for 2023-2024)

		2020-2021	2021-2022	2022-2023	2023-2024
Reading	Approaches	53%	68%	70%	
	Meets	20%	42%	42%	
	Masters	10%	16%	13%	
Math	Approaches	46%	72%	72%	
	Meets	23%	43%	47%	
	Masters	6%	17%	14%	
Science	Approaches	45%	38%	48%	
	Meets	9%	19%	17%	
	Masters	1%	8%	3%	

3rd Grade STAAR Reading

(Awaiting official TAPR report to be released for 2023-2024)

		2020-2021	2021-2022	2022-2023	2023-2024
3rd Grade Reading	Approaches	48%	67%	69%	
	Meets	18%	42%	41%	
	Masters	10%	15%	10%	
Hispanic	Approaches	46%	70%	63%	
	Meets	13%	42%	33%	
	Masters	10%	12%	8%	
African American	Approaches	57%	40%	100%	
	Meets	43%	40%	100%	
	Masters	10%	0%	17%	
Economically Disadvantaged	Approaches	41%	67%	79%	
	Meets	11%	41%	32%	
	Masters	5%	15%	14%	
Emergent Bilingual	Approaches	44%	70%	56%	
	Meets	10%	33%	22%	
	Masters	8%	12%	5%	

3rd Grade STAAR Math

(Awaiting official TAPR report to be released for 2023-2024)

		2020-2021	2021-2022	2022-2023	2023-2024
3rd Grade Math	Approaches	46%	75%	84%	
	Meets	20%	49%	50%	
	Masters	8%	24%	17%	
Hispanic	Approaches	44%	78%	82%	
	Meets	17%	50%	43%	
	Masters	8%	24%	12%	
African American	Approaches	57%	40%	100%	
	Meets	29%	40%	100%	
	Masters	14%	20%	50%	
Economically Disadvantaged	Approaches	39%	74%	82%	
	Meets	16%	50%	50%	
	Masters	5%	24%	18%	
Emergent Bilingual	Approaches	46%	88%	78%	
	Meets	18%	55%	39%	
	Masters	5%	24%	12%	

4th Grade STAAR Reading

(Awaiting official TAPR report to be released for 2023-2024)

		2020-2021	2021-2022	2022-2023	2023-2024
4th Grade Reading	Approaches	51%	62%	67%	
	Meets	19%	34%	35%	
	Masters	7%	17%	7%	
Hispanic	Approaches	50%	61%	66%	
	Meets	15%	29%	32%	
	Masters	7%	12%	8%	
African American	Approaches	50%	67%	*	
	Meets	40%	67%	*	
	Masters	10%	50%	*	
Economically Disadvantaged	Approaches	42%	60%	66%	
	Meets	18%	31%	38%	
	Masters	5%	15%	6%	
Emergent Bilingual	Approaches	57%	55%	59%	
	Meets	14%	27%	22%	
	Masters	6%	11%	0%	

4th Grade STAAR Math

(Awaiting official TAPR report to be released for 2023-2024)

		2020-2021	2021-2022	2022-2023	2023-2024
4th Grade Math	Approaches	35%	59%	48%	
	Meets	25%	33%	31%	
	Masters	7%	10%	9%	
Hispanic	Approaches	33%	57%	46%	
	Meets	20%	31%	31%	
	Masters	7%%	10%	10%	
African American	Approaches	40%	67%	*	
	Meets	40%	33%	*	
	Masters	0%	17%	*	
Economically Disadvantaged	Approaches	37%	56%	52%	
	Meets	26%	31%	35%	
	Masters	8%	9%	10%	
Emergent Bilingual	Approaches	31%	59%	34%	
	Meets	23%	34%	22%	
	Masters	9%	9%	3%	

5th Grade STAAR Reading

(Awaiting official TAPR report to be released for 2023-2024)

		2020-2021	2021-2022	2022-2023	2023-2024
5th Grade Reading	Approaches	60%	77%	72%	
	Meets	28%	52%	49%	
	Masters	12%	17%	22%	
Hispanic	Approaches	61%	81%	71%	
	Meets	29%	49%	46%	
	Masters	12%	16%	18%	
African American	Approaches	43%	64%	86%	
	Meets	29%	64%	71%	
	Masters	14%	18%	43%	
Economically Disadvantaged	Approaches	58%	76%	76%	
	Meets	30%	49%	52%	
	Masters	18%	16%	12%	
Emergent Bilingual	Approaches	67%	82%	69%	
	Meets	30%	50%	40%	
	Masters	16%	18%	17%	

5th Grade STAAR Math

(Awaiting official TAPR report to be released for 2023-2024)

		2020-2021	2021-2022	2022-2023	2023-2024
5th Grade Math	Approaches	55%	85%	82%	
	Meets	25%	50%	57%	
	Masters	4%	19%	15%	
Hispanic	Approaches	56%	86%	82%	
	Meets	24%	49%	57%	
	Masters	2%	22%	16%	
African American	Approaches	43%	82%	86%	
	Meets	29%	55%	57%	
	Masters	14%	9%	14%	
Economically Disadvantaged	Approaches	58%	84%	76%	
	Meets	24%	47%	48%	
	Masters	3%	20%	12%	
Emergent Bilingual	Approaches	58%	89%	79%	
	Meets	23%	54%	56%	
	Masters	0%	25%	15%	

5th Grade STAAR Science

(Awaiting official TAPR report to be released for 2023–2024)

		2020–2021	2021–2022	2022–2023	2023–2024
5th Grade Science	Approaches	45%	38%	48%	
	Meets	9%	19%	17%	
	Masters	1%	8%	3%	
Hispanic	Approaches	42%	35%	45%	
	Meets	8%	14%	14%	
	Masters	2%	3%	4%	
African American	Approaches	57%	45%	57%	
	Meets	14%	36%	43%	
	Masters	0%	27%	0%	
Economically Disadvantaged	Approaches	48%	33%	42%	
	Meets	12%	18%	15%	
	Masters	0%	9%	0%	
Emergent Bilingual	Approaches	44%	29%	44%	
	Meets	7%	14%	10%	
	Masters	0%	4%	4%	

Fletcher Elementary 2023–2024 Data Comparison

NWEA MAP Math Data

	BOY					MOY					EOY				
% key	>80%	61-80	41-60	21-40	1-20	>80%	61-8	41-60	21-40	1-20	>80%	61-8	41-60	21-40	1-20
K	8%	14%	24%	36%	18%	19%	18%	6%	21%	36%	15%	14%	18%	18%	35%
1st	5%	11%	26%	19%	39%	3%	5%	21%	25%	46%	3%	11%	12%	25%	49%
2nd	3%	19%	16%	23%	39%	1%	11%	24%	25%	39%	1%	7%	26%	21%	45%
3rd	8%	20%	12%	24%	36%	9%	19%	19%	22%	31%	5%	27%	19%	20%	29%
4th	18%	33%	10%	21%	18%	22%	26%	12%	19%	21%	24%	27%	20%	14%	15%
5th	8%	19%	19%	20%	34%	13%	26%	13%	14%	34%	9%	25%	17%	22%	27%

mClass Reading Data

	BOY				MOY				EOY			
	Above	At	Below	Well Below	Above	At	Below	Well Below	Above	At	Below	Well Below
K	16%	19%	24%	41%	31%	28%	21%	21%	22%	51%	5%	22%
K(Sp)	18%	54%	11%	18%	15%	42%	18%	24%	11%	44%	19%	25%
1st	6%	17%	22%	56%	5%	18%	26%	50%	15%	33%	18%	35%
1st (Sp)	20%	20%	0%	60%	11%	26%	5%	58%	21%	26%	5%	47%
2nd	8%	31%	11%	50%	8%	32%	16%	45%	18%	32%	17%	33%
2nd (SP)	11%	16%	5%	68%	22%	17%	0%	61%	20%	24%	16%	40%
3rd	8%	27%	17%	48%	4%	27%	14%	55%	19%	20%	18%	43%
4th	7%	32%	21%	39%	22%	22%	15%	41%	18%	23%	23%	37%
5th	5%	31%	20%	44%	11%	23%	13%	52%	32%	21%	5%	42%

CLI Engage (PK) Math

	Tier 1	Tier 2	Tier 3
BOY	56%	0%	44%
MOY	58%	0%	42%
EOY	63%	0%	38%
BOY (SP)	60%	0%	40%
MOY (SP)	35%	0%	65%
EOY (SP)	50%	0%	50%

CLI Engage (PK) Reading

	Tier 1	Tier 2	Tier 3
BOY	51%	0%	49%
MOY	63%	0%	37%
EOY	79%	0%	21%
BOY (SP)	69%	0%	31%
MOY (SP)	46%	0%	54%
EOY (SP)	39%	0%	41%

STAAR 2023–2024 Data

Math

Grade Level	2023			2024			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd	84%	50%	17%	61%	28%	6%	-23%	22%	-11%
4th	48%	31%	9%	73%	44%	17%	+25%	+13%	+8%
5th	82%	57%	15%	87%	61%	18%	+5%	+4%	+3%

Reading

Grade Level	2023			2024			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3rd	69%	41%	10%	66%	39%	13%	-3%	-2%	+3%
4th	67%	35%	7%	72%	34%	12%	+5%	-1%	+5%
5th	72%	49%	22%	78%	43%	18%	+6%	-6%	-4%

Science

Grade Level	2023			2024			Change (+/-)		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
5th	48%	17%	3%	69%	18%	3%	+21%	+1%	0%