

Beaumont Independent School District



Fehl-Price Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to provide a strong academic foundation in a safe, inclusive environment that fosters learning, builds character, and embraces innovation. We partner with families and the community to empower confident, lifelong learners.

Vision

Our vision is to create a safe, inclusive, and innovative school where every child grows, learns, and reaches their full potential.

Value Statement

We believe every student can succeed in a safe and welcoming environment that encourages curiosity, creativity, and personal growth.

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Comprehensive Needs Assessment

Demographics

Summary

Fehl-Price Elementary is a Pre-K through 5th grade campus located in the Beaumont Independent School District. The campus serves a diverse student population representing a wide range of cultural, socioeconomic, and academic backgrounds. For the current school year, Fehl-Price has an enrollment of approximately 321 **students**, with a staff of 36 **teachers and support personnel** committed to providing a safe, inclusive, and academically rigorous environment.

Demographic data indicates that approximately 78% of students identify as African American, 16% Hispanic, 3% White, and 3% other ethnicity, including multiracial students. The campus serves a high percentage of economically disadvantaged students (approximately 85%) and a growing population of students identified as English Learners (8%). Additionally, 9% of students receive Special Education services, and 2% are identified as Gifted and Talented.

The Fehl-Price community reflects a resilient and supportive partnership between students, families, and staff. Many families face socioeconomic challenges that impact student readiness, mobility, and consistent attendance. Despite these challenges, the campus remains committed to providing equitable access to high-quality instruction, social-emotional supports, and enrichment opportunities designed to meet the needs of every learner.

Fehl-Price Elementary continues to focus on building a positive school culture, closing achievement gaps among student groups, and ensuring that all students are prepared to meet grade-level expectations and beyond. Through targeted interventions and data-driven instruction, the campus strives to foster continuous academic and personal growth for all students.

Strengths

- **Diverse and culturally rich student population:** Fehl-Price Elementary serves a majority African American and significant Hispanic student population, providing daily opportunities for students and staff to engage in cross-cultural learning, inclusion, and community building.
- **Strong commitment to equity and access:** Campus programs and staff are deeply focused on ensuring that every child, regardless of background or circumstance, has access to quality instruction, enrichment, and social-emotional support.
- **Supportive campus culture:** The campus has implemented systems that promote positive behavior, student belonging, and safety. Students benefit from strong adult relationships and a nurturing environment that values the whole child.
- **Inclusive instructional practices:** The campus prioritizes differentiated instruction, small group interventions, and progress monitoring to meet the needs of English Learners, students with disabilities, and students performing below grade level.
- **Focus on continuous improvement:** Staff are reflective and data-driven, using assessment results and demographic insights to tailor instruction, allocate resources, and plan interventions that address the unique needs of the Fehl-Price community.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>High chronic absenteeism at FehI-Price Elementary is limiting student learning, engagement, and opportunities to meet grade-level expectations.</p>	<p>The high rate of chronic absenteeism at FehI-Price Elementary is primarily due to socio-economic challenges, limited family engagement, and barriers such as transportation, health, and student connection to school.</p>
<p>2</p> <p>FehI-Price Elementary has a high percentage of uncertified teachers, which limits instructional consistency and the full implementation of state standards, impacting student achievement.</p>	<p>High turnover and recruitment challenges have led to a significant percentage of uncertified teachers, affecting instructional quality and student achievement.</p>

★ = Priority

Student Learning

Summary

3rd Grade			
Subject	Approaches	Meets	Masters
Reading	30%	21%	4%
Math	23%	12%	0%

4th Grade Reading			
Year	Approaches	Meets	Masters
Spring 2024	42%	4%	2%
Spring 2025	44%	12%	2%

4th Grade Math			
Year	Approaches	Meets	Masters
Spring 2024	28%	8%	0%
Spring 2025	29%	8%	3%

5th Grade Reading			
Year	Approaches	Meets	Masters
Spring 2024	51%	4%	4%
Spring 2025	18%	17%	6%

5th Grade Math			
Year	Approaches	Meets	Masters
Spring 2024	31%	4%	0%
Spring 2025	18%	17%	0%

Strengths

The percent of students scoring Meets on the 2025 STAAR Reading assessments increased 8% for 4th graders and 13% for 5th graders from 2024 to 2025.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Data indicates a significant decline in academic performance for current 5th grade students when compared to their 4th grade performance.

STAAR results show that a lower percentage of students met or mastered grade level standards across core content areas, suggesting gaps in skill retention, vertical alignment, and instructional rigor between grade levels.

 = Priority

School Processes & Programs

Summary

Fehl-Price Elementary conducts weekly Professional Learning Communities (PLCs) in Reading and Math to strengthen instructional delivery and improve student outcomes. During PLC sessions, teachers engage in lesson internalization, lesson rehearsals, and data analysis to ensure instruction is aligned with student needs and curriculum standards. In addition to weekly PLCs, teachers receive ongoing planning support through small group and one-on-one coaching sessions with the instructional coach to refine instructional strategies and address identified areas of need.

Walkthrough observations and feedback are consistently utilized to monitor classroom implementation and guide targeted support. Teachers also participate in district-led professional development sessions, including Saturday offerings, to deepen content knowledge and enhance pedagogical practices. Furthermore, program coordinators from all content areas provide ongoing training and support at the campus level to ensure alignment with district initiatives and promote continuous instructional improvement.

In addition, teachers are receiving training on how to effectively use technology to increase student engagement and provide real-time feedback, enabling timely adjustments to instruction.

Strengths

Fehl-Price is focused on building capacity to strengthen Tier 1 instruction, ensuring high-quality teaching that benefits all learners and equips educators to meet diverse student needs. This includes leveraging weekly PLCs in Reading and Math, individualized and small-group coaching with the instructional coach, and participation in district professional development. By aligning these supports, the campus aims to enhance instructional strategies, improve student outcomes, and address gaps in learning for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1
★

Fehl-Price experiences challenges in Tier 1 instruction which has resulted in inconsistent instructional practices and gaps in meeting the diverse needs of all students.

A high percentage of new and inexperienced teachers at Fehl-Price impacts student engagement, learning outcomes, and overall academic growth.

★ = Priority


Perceptions

Summary

Overall, Fehl-Price students feel supported and safe and want to attend school each day. Teachers feel supported and believe in the TFS model for instructional delivery. Parents support the structure of the student discipline management plan. However, a few feel the campus is too harsh with administrative actions regarding discipline. Parnell provides opportunities for community and parent involvement; however, participation is below 50%.

Strengths

- Positive learning environment and workplace
- Increase in teamwork and collaboration
- Active community partnerships



Priority Problem Statements

Problem Statement

Root Cause

1
★

High chronic absenteeism at Fehl-Price Elementary is limiting student learning, engagement, and opportunities to meet grade-level expectations.

The high rate of chronic absenteeism at Fehl-Price Elementary is primarily due to socio-economic challenges, limited family engagement, and barriers such as transportation, health, and student connection to school.

2
★

Fehl-Price experiences challenges in Tier 1 instruction which has resulted in inconsistent instructional practices and gaps in meeting the diverse needs of all students.

A high percentage of new and inexperienced teachers at Fehl-Price impacts student engagement, learning outcomes, and overall academic growth.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Teacher/Student Ratio**
- State certified and high quality staff data**

Parent/Community Data

- Parent engagement rate**

Support Systems and Other Data

- Organizational structure data**
- Processes and procedures for teaching and learning, including program implementation**
- 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

The percentage of pre-k students meeting grade level criterion on the CLI Engage assessment in reading will increase from 63% to 68% by May 2026.

Evaluation Data Source: CLI Engage Assessments and Reports

Strategy 1 Targeted Support Strategy

Incorporate intentional literacy centers and small-group rotations targeting specific skill gaps.

Strategy's Expected Result/Impact: Progress monitoring shows an increase in the number of students moving from "Developing" to "On Track" on CLI Engage literacy indicators.

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

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

Moderate Progress

November

January

March

June

Performance Objective 2

The percentage of kinder students meeting grade level criterion on the mClass assessment in reading will increase from 45% to 50% by May 2026.

Evaluation Data Source: mClass Assessments and Reports

Strategy 1 Targeted Support Strategy

Conduct professional learning sessions to interpret reports and plan responsive instruction.

Strategy's Expected Result/Impact: Teachers effectively use mClass assessment data to guide instruction, resulting in improved reading outcomes for kindergarten students.

Staff Responsible for Monitoring: Instructional Coach

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

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

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Performance Objective 3

The percentage of 1st grade students meeting grade level criterion on the mClass assessment in reading will increase from 40% to 45% by May 2026.

Evaluation Data Source: mClass Assessments and Reports

Strategy 1 Targeted Support Strategy

Conduct professional learning sessions to interpret reports and plan responsive instruction.

Strategy's Expected Result/Impact: Teachers effectively use mClass assessment data to guide instruction, resulting in improved reading outcomes for 1st grade students.

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

No Progress

January

March

June

Performance Objective 4

The percentage of 2nd grade students meeting grade level criterion on the mClass assessment in reading will increase from 38% to 43% by May 2026.

Evaluation Data Source: mClass Assessments and Reports

Strategy 1 Targeted Support Strategy

Conduct professional learning sessions to interpret reports and plan responsive instruction.

Strategy's Expected Result/Impact: Teachers effectively use mClass assessment data to guide instruction, resulting in improved reading outcomes for 2nd grade students.

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

No Progress

January

March

June

Performance Objective 5

The percentage of 3rd grade students meeting grade level criterion on the mClass assessment in reading will increase from 53% to 58% by May 2026.

Evaluation Data Source: mClass Assessments and Reports

Strategy 1 Targeted Support Strategy

Conduct professional learning sessions to interpret reports and plan responsive instruction.

Strategy's Expected Result/Impact: Teachers effectively use mClass assessment data to guide instruction, resulting in improved reading outcomes for 3rd grade students.

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

No 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

The percentage of pre-k students meeting grade level criterion on the CLI Engage assessment in math will increase from 88% to 91% by May 2026.

Evaluation Data Source: CLI Engage Assessments and Reports

Strategy 1

Incorporate math centers and small-group rotations targeting specific skill gaps.

Strategy's Expected Result/Impact: Progress monitoring shows an increase in the number of students moving from "Developing" to "On Track" on CLI Engage math indicators.

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

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Considerable Progress

January

March

June

Performance Objective 2

The percentage of kinder students meeting grade level criterion on the NWEA Map assessment in math will increase from 52% to 57% by May 2026.

Evaluation Data Source: NWEA Map Assessment Reports

Strategy 1 Targeted Support Strategy

Plan small group instruction using Delta Math to target deficient skills.

Strategy's Expected Result/Impact: Students performing below benchmark in Fall 2025 show accelerated growth by Spring 2026.

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

Considerable Progress

January

March

June

Performance Objective 3

The percentage of 1st grade students meeting grade level criterion on the NWEA Map assessment in reading will increase from 54% to 59% by May 2026.

Evaluation Data Source: NWEA Map Assessments and Reports

Strategy 1 Targeted Support Strategy

Plan small group instruction using Delta Math to target deficient skills.

Strategy's Expected Result/Impact: Students performing below benchmark in Fall 2025 show accelerated growth by Spring 2026.

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 4

The percentage of 2nd grade students meeting grade level criterion on the NWEA Map assessment in reading will increase from 38% to 43% by May 2026.

Evaluation Data Source: NWEA Maps Assessment and Reports

Strategy 1 Targeted Support Strategy

Plan small group instruction using Delta Math to target deficient skills.

Strategy's Expected Result/Impact: Students performing below benchmark in Fall 2025 show accelerated growth by Spring 2026.

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

Moderate Progress

November

January

March

June

Performance Objective 5

The percentage of 3rd grade students meeting grade level criterion on the NWEA Map assessment in reading will increase from 49% to 54% by May 2026.

Evaluation Data Source: NWEA Map Assessment and Reports

Strategy 1 Targeted Support Strategy

Plan small group instruction using Delta Math to target deficient skills.

Strategy's Expected Result/Impact: Students performing below benchmark in Fall 2025 show accelerated growth by Spring 2026.

Staff Responsible for Monitoring: Principal, Assistant Principal, IC

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Some Progress

November

January

March

June

Goal 3

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

Performance Objective 1 High Priority HB3 Goal

By the end of the May 2026, 80% of students will demonstrate increased awareness of college, career, and military options through participation in grade-level activities such as career exploration lessons and participating in military awareness celebrations.

Evaluation Data Source: Career day artifacts and photos

Strategy 1 Targeted Support Strategy

Encourage students and staff to participate in themed dress-up days (e.g., "College T-shirt Day," "Career Dress-Up Day").

Strategy's Expected Result/Impact: At least 80% of students participate in one or more CCMR activities or events throughout the school year.

Staff Responsible for Monitoring: Counselor, Teachers

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

No Progress

January

March

June

Goal 4

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

Performance Objective 1

By the end of May 2026, at least 85% of students, parents, and staff will report positive experiences related to safety, support, and school climate, as measured by surveys and feedback forms.

Evaluation Data Source: Survey

Strategy 1 Targeted Support Strategy

Conduct school climate and safety surveys for students, parents, and staff in the Fall and Spring.

Strategy's Expected Result/Impact: Feedback forms show improved satisfaction with responsiveness and communication from school staff, students, and parents.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 2

By May 2026, our campus will reduce behavior incidents by 10%, decreasing from 239 incidents in 2024-2025 to no more than 216 incidents, as measured by discipline data reports.

Evaluation Data Source: Campus discipline reports

Strategy 1 Targeted Support Strategy

Recognize positive behavior through reward systems, assemblies, or student shout-outs.

Strategy's Expected Result/Impact: Reduction in office referrals and disciplinary incidents.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 3

By May 2026, our campus will increase annual attendance rate from 87% for the 2024-2025 school year to 92% for the 2025-2026 school year.

Evaluation Data Source: Attendance Reports

Strategy 1 Targeted Support Strategy

Recognize students, classrooms or grade levels showing growth in attendance rates.

Strategy's Expected Result/Impact: Recognize classrooms or grade levels showing growth in positive behavior and engagement.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

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

By June 2025, the campus will decrease the number of students who do not meet standard on STAAR assessments by 10%, as measured by STAAR performance data.

Evaluation Data Source: STAAR report

Strategy 1 Targeted Support Strategy

Ensure all core instruction is aligned to TEKS standards and incorporates high-quality instructional materials.

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress
November

Some Progress
January

March

June

Strategy 2 Targeted Support Strategy

Establish small-group tutorials, pull-out sessions, or after-school programs targeting students performing below grade level.

Strategy's Expected Result/Impact: Students show growth on benchmark assessments, interim assessments, and formative checks aligned to STAAR.

Staff Responsible for Monitoring: After School Coordinator, Principal, IC

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress
November

Some Progress
January

March

June



State Compensatory Education

State Compensatory

Budget for Fehl-Price Elementary

Total SCE Funds: \$9,108.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



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