

Beaumont Independent School District



Guess Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Mission Statement

The Guess Team, comprised of administrators, teachers, staff, families, students, and business partners, will function as a cooperative, knowledgeable, positive, and compassionate group. We will provide instruction through preparation, open mindedness, and individualized approaches. Every student will grow in a safe learning environment where students are loved, nurtured and challenged to achieve and become lifelong learners in the 21st century.

Vision

Vision

The Guess Team will provide every student with a safe, stimulating environment where positive relationships motivate and challenge all students to achieve and become independent lifelong learners.

Value Statement

Value Statement

“Where All Students Lasso Success”

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Needs Assessment Overview

2025-2026 Needs and Goals for Guess Elementary:

Technology:

Guess Elementary is one-to-one for technology for all students enrolled.

Attendance: The attendance rate for Guess Elementary for the 2024-2025 school year was 94.6% which is below the district's goal of 96%. We are looking to implement new incentives for students to increase daily attendance. We will continue to provide incentives for students and staff every 9 weeks. During Monday morning Zoom assembly or on announcements on the PA system, classes with 96% or above attendance for the week will be acknowledged. Incentives include free meals to restaurants, free dress, extra recess, "popcorn or popsicles on the patio", are just a few of the incentives offered. We will continue reaching out to the parents of students with chronic absenteeism. The teachers, PEIMS clerk, and leadership team will reach out to these individuals. Staff attendance will be encouraged through incentives at each grading period as well.

Business Partners: Currently our business partners are Jason's Deli, Flanagan Realestate, North End Baptist Church, and Ci Cis Pizza. Our business partners have been very active and involved in our different activities held on campus. They provide incentives for our students, volunteer to read to small groups of students, attend school sponsored activities, and assist the PTA with nine week incentives. In addition, they volunteer during morning drop off in the car line to help greet students and get them in the building safely. The partnerships formed are making a difference to our staff and students. It is our goal to have incentives and other resources provided to our campus by our business partners.

Parent Engagement: We have a campus that prides itself in making our parents feel welcome. We have different activities such as Goal's Night, STAAR Family Night, Parent Self Serve Informational, Chat and Chew w/ the Principal, basketball games, STEAM night/ club, and seasonal programs. We want to highlight the importance of parent involvement in the academic life of their child.

Enrichment: Basketball, Cheerleading, STEM, UIL, Choir, Broadcast Team and Student Council will be offered this year as in the past. Art is offered through the regular curriculum. Our gifted and talented program serves Kindergarten-5th grades. The district's Pegasus program is also housed on our campus.

Transition Plan: We will continue to receive our little visitors from Bingman Headstart in May to make them familiar with their future school. Our meet the teacher will be in line with the set district date. Our counselor will continue to be the liaison for our outgoing 5th graders with the middle school counselors and teachers.

Discipline/Bullying Prevention: We currently use CHAMPS as our classroom behavior plan. The expectations for the common areas are explicitly taught to teachers at staff meetings and to students by their classroom teachers using powerpoint presentations and posters provided by the CHAMPS Team. We treat bullying very seriously and the counselor teaches classes to small groups of students concerning how to conduct themselves in bullying situations.

Demographics

Summary

Guess Elementary School seeks to create and establish a learning environment whereby our students' learning opportunities will be maximized and all learners will acquire the necessary skills to achieve sustainable success in the 21st Century. High student academic expectations, a challenging curriculum, certified teachers, parent involvement and CHAMPS character training will enable Guess Elementary to fulfill its mission.

Data was analyzed in the following areas of Demographics, Student Academic Achievement, School Processes and Programs, and Perceptions to determine needs.

Data sources utilized included reports such as the Texas Academic Performance Reports (TAPR), System Safeguards, Public Education Information Management System (PEIMS), and survey results.

Guess Elementary serves students from Pre- Kindergarten to Fifth Grade. The 2024-2025 Public Education Information Management System (PEIMS) reports our enrollment to be 722 students. Our school diversity reflects the following ethnic distribution in declining order: African American 72.16%; Hispanic 14.82%; White 6.37%; Asian 4.16%; Two or More Races 2.08%; and, Am. Indian or Alaska Native 0.28%

Our school serves the following special student classification in descending order as of the last PEIMS Snapshot: Economically Disadvantaged 80.47%; English Language Learners 8.03%; Special Education 16.34%; Gifted and Talented 7.06%;

The Guess student enrollment reflects a population of 80.47% Economically Disadvantaged students. Teachers have attended the equality training and will continue to participate in similar professional development opportunities.

Strengths

Diverse staff

Pegasus Program

Active PTA

After School Tutorials

Extra curricular activities

Parentership with Businesses

District-wide Mentor Program

Student -Teacher ratio 22:1 in grades K - 4th

Student enrollment is diverse

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Twenty percent of the professionals lack certification, experience and content knowledge of their assigned position.	The teachers were reassigned to different positions due to resignations and teacher shortages.
2	Twenty-one percent of the classroom teachers are new to the profession and struggle with classroom management.	Lack training in teaching students of diverse cultures.

★ = Priority

Student Learning

Summary

Guess uses multiple data sources to determine the growth and achievement of our students. Data sources, other than STAAR, include MClass (Reading), CLI (PreK), NWEA MAP (Math), Accelerated Reader, District Assessments, Interim Assessments, and teacher-generated tests. Teachers also use a variety of formative assessments to gauge the progress of their students including exit tickets, journal entries, and homework assignments.

Strengths

There was an eight percent increase at "MEETS" level on STAAR reading scores for 3rd grade.

Comparing the scores from the 2023-2024 school year, there's a fourteen percent increase at "MEETS" level on 2024-2025 STAAR reading scores for fifth grade.

Comparing the scores from the 2023-2024 school year, there's a five percent increase at "MEETS" level on 2024-2025 STAAR math scores for third grade.

Comparing the scores from the 2023-2024 school year, there's a five percent increase at "MEETS" level on 2024-2025 STAAR math scores for fifth grade.

Comparing the scores from the 2023-2024 school year, there's a three percent increase at "MASTERS" level on 2024-2025 STAAR Science scores for fifth grade.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The percentage of fourth grade students performing on or above grade level on 2024-25 STAAR Math decreased from 32% to 20%.	Students were not given the opportunity to receive mathematical support for successful performance because of the lack of a certified teacher in one of the classes.
2	The percentage of fourth grade students performing on or above grade level on the 2024-25 STAAR Reading decreased from 48% to 40%.	Students were not given the opportunity with a certified teacher and ended the year with a Long-term substitute.
3 ★	The percentage of first grade students performing on or above grade level on NWEA MAP decreased from 49% to 33%.	Students were not given the opportunity to receive mathematical support for successful performance because of the lack of certified teachers in two of the classes.

★ = Priority

School Processes & Programs

Summary

Based on research and collaborative actions, the district requires all teachers to utilize the district's online curriculum which is aligned to the state's curriculum. A focus on Best Practices forms the basis for effective instruction. Data-driven decisions for improvement in instruction and instructional methodologies are based on state assessments, common formative assessments, and campus walkthrough data. Embedded professional development, increased use of online written curriculum, and an analysis of data continues to provide the basis for monitoring accountability progress on the Guess campus.

Guess follows the district mandated curriculum for instruction and assessment. The highest percentage of the instructional program is the regular education curriculum. Instructional programs, lesson plans, and the use of supplemental resources are utilized to meet the academic needs of students. Guess teachers participate in grade level MTSS sessions which offer collaboration with district personnel. PLCs are conducted weekly to assess programs, student growth and analyze lessons and strategies.

The curriculum is the framework that teachers follow according to their content area. Instruction is guided by assessment data with the interventions and enrichment based upon this data.

Strengths

Weekly PLC, DDI or grade level planning meetings are held to discuss student data and performance.

Guess provides on-campus mentorship to new and struggling teachers.

Eduphoria, mClass, NWEA, and district nine weeks assessments are used to monitor students' success and progress.

Campus administration provides weekly staff newsletter.

Campus administrative meetings are held weekly.

DEIC representation

Regularly scheduled CEIC meetings

Daily intervention provided to all students for Phonics

Daily reading intervention for 2nd- 5th grade Tier 3 students through ROAR

Daily reading and math intervention for all Tier 3 students using Education Galaxy.

The campus is one-to-one regarding technology.

Weekly 60 minutes of reading intervention for ELL students are provided through K-12 Summit.

Parent communication is offered through ParentLink, Class Dojo, emails, phone calls, newsletters, and on site visitation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Based on classroom walk throughs 55% of classroom teachers are using the small group instruction with fidelity.

Many of the teachers are new to the profession or subject and lack the knowledge and training to implement campus initiative effectively.

 = Priority

Perceptions

Summary

Guess Elementary works as a team. The administrative leadership team consist of the principal, assistant principals, instructional coach, a shared behavior interventionist and wellness coordinator, and counselors. There are 35 classroom teachers, five special education teachers, a dyslexia interventionist, an ESL interventionist, a speech therapist, a PE coach, an Art teacher, two SLC paraprofessionals, four AFL paraprofessionals, two ECSE paraprofessionals, a PEIMS Clerk, a receptionist, a Principal's Secretary, an ISS paraprofessional, a school nurse, a parent facilitator, four custodians, and five cafeteria workers.

The new year turnover effected about 20% of the staff. The experience of the staff ranges from six teachers working through an alternative certification program to five teachers with over 20 years of experience. One hundred percent of the teaching staff hold a Bachelors Degree in a varierty of areas, thirteen percent of the staff hold a Masters Degree and two percent havs obtained a doctorate. Our staff strives to meet the educational needs of our students and community by continuing to acquire additional certifications in ESL and Gifted and Talented. The campus coordinates with the Human Resource Department to attract and hire effective teachers through an annual job fair.

Guess Elementary stakeholders have overwhelming confidence in the school's leadership team. The stakeholders agree that the school day is appropriate for the academic requirements and that the curriculum and instruction is meeting the needs of the students. It is also believed that the climate of the school is conducive to learning and that the teachers are extremely capable.

Guess Elementary invites all stakeholders to be active, integral participants in the school culture and climate. In order to foster the partnerships we have cultivated, we desire to further develop our parent and student interactions in order to foster stakeholder involvement. The partnership between the parents and the school is an integral part of the school's success.

Our staff is diligently working to enhance the culture of our campus through means of actively communicating with our parents.

Campus discipline affects school culture and climate. The CHAMPS program is a campus-wide positive discipline program that the Guess teachers and staff utilized consistently throughout the school year. The In-School Suspension Program is part of the campus discipline piece and is facilitated by an ISS paraprofessional who also works with students to improve their behavior.

Positive student behavior also results in a safer school. The safety of our school is a top priority for Guess Elementary.

Strengths

CHAMPS campus wide

Positive campus culture

Counseling on bullying and social skills.

Building is secure during school hours and students feel safe

ROAR volunteers meet with students weekly

Campus Facebook page

ParentLink

Regularly scheduled CEIC meetings

Mentor support of new teachers

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

Based on data and teacher sign-in sheets, 60% of the classroom teachers don't attend or support monthly student/parent activities as required by Domain 4 of T TESS.

Teacher morale is low.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The percentage of fourth grade students performing on or above grade level on 2024-25 STAAR Math decreased from 32% to 20%.

Students were not given the opportunity to receive mathematical support for successful performance because of the lack of a certified teacher in one of the classes.

2
★

The percentage of first grade students performing on or above grade level on NWEA MAP decreased from 49% to 33%.

Students were not given the opportunity to receive mathematical support for successful performance because of the lack of certified teachers in two of the classes.

3
★

Twenty percent of the professionals lack certification, experience and content knowledge of their assigned position.

The teachers were reassigned to different positions due to resignations and teacher shortages.

★ = 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 Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



Goals

Goal 1

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

Performance Objective 1 HB3 Goal

The percent of 1st grade students that are in TIER 1 on MClass Reading will increase from 46% to 60% by May 2026.

Evaluation Data Source: mClass BOY, MOY, EOY 9 week district assessments

Strategy 1

Provide targeted intervention to struggling students by creating a master schedule with built in time for intervention.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus administration, Instructional coaches, and teachers

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 2

Students on multiple grade levels will utilize the ROAR Louder program to gain fluency in addition a Title 1 aide will assist with pulling small groups for specified grade levels.

Strategy's Expected Result/Impact: Increased academic achievement.

Staff Responsible for Monitoring: ROAR Coordinator, reading coach, and grade level teachers, Title 1 support aide

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Strategy 3

Students will utilize MClass/ Amplify for Reading intervention.

Strategy's Expected Result/Impact: Increased academic achievement.

Staff Responsible for Monitoring: Reading Coach, classroom teachers

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 4

Teachers will utilize small group instruction for reading to increase fluency and comprehension.

Strategy's Expected Result/Impact: Increased academic achievement

Staff Responsible for Monitoring: Reading coach and teachers

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2 HB3 Goal

The percent of 2nd grade students that are in TIER 1 on MClass Reading will increase from 51% to 61% by May 2026.

Evaluation Data Source: mClass BOY, MOY, EOY, 9 week district assessments,

Strategy 1

Title 1 aide will be assigned to grade level to help support students that need support through small groups.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Teachers, Reading Coach, Assistant Principal

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Provide professional learning for Saxon phonics components with all teachers.

Strategy's Expected Result/Impact: Increased utilization of Saxon phonics components

Staff Responsible for Monitoring: Reading coach/ Content Supervisor will conduct training.

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 3

Teachers will utilize small group instruction daily.

Strategy's Expected Result/Impact: Lesson plans will reflect small group instruction.

Staff Responsible for Monitoring: Content coaches and admin team.

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 3 HB3 Goal

The percent of 3rd grade students that are in TIER 1 on MClass Reading will increase from 43% to 55% by May 2026.

Evaluation Data Source: mClass BOY, MOY, EOY, 9 week district assessments

Strategy 1

Pull out tutorials for 2nd- 3rd grade students who performed below grade level on BOY mClass. Small group instruction

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Reading Coach, Instructional Coach

Funding Sources: Title I, Part A, , Local Funds,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Some Progress

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 1st grade students that are in TIER 1 on NWEA MAP Math will increase from 33% to 51% by May 2026.

Evaluation Data Source: NWEA MAP, 9 week assessments, unit assessments, teacher made assessments, Interim Assessments.

Strategy 1

Provide professional development for math instruction. Small group instruction Provide professional development learning to analyze data Provide professional development learning to unpack the TEKS

Strategy's Expected Result/Impact: Learning gaps will be closed and math scores on benchmarks will increase by a half or full year. Achievement scores will increase in grade 3. The percentage of students performing at meets level on STAAR will increase.

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

Funding Sources: Title I, Part A, , Local Funds,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2 HB3 Goal

The percent of 2nd grade students that are in TIER 1 on NWEA MAP Math will increase from 31% to 50% by May 2026.

Evaluation Data Source: NWEA MAP, BOY, MOY, EOY, 9 week assessments, unit assessments, teacher made assessments

Strategy 1

Provide professional development for math instruction. Small group instruction Provide

professional development learning to analyze data Provide professional development learning to unpack the TEKS

Strategy's Expected Result/Impact: Learning gaps will be closed and math scores on MAP will increase.

Staff Responsible for Monitoring: Instructional Coach, Teachers, Asst. Principal, Title 1 support aide

Funding Sources: Local Funds, , Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 3 HB3 Goal

The percent of 3rd grade students that are in TIER 1 on NWEA MAP Math will increase from 43% to 55% by May 2026.

Evaluation Data Source: MAP, BOY, MOY EOY 9 week assessments, district modules, teacher made assessments

Strategy 1

Provide professional development for math instruction. Small group instruction Provide professional development learning to analyze data Provide professional development learning to unpack the TEKS

Strategy's Expected Result/Impact: Learning gaps will be closed and math scores on MAP will increase.

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

Funding Sources: Local Funds, , Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Goal 3

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

Performance Objective 1

By May 2026, student attendance will increase from 94% in attendance to at least 96%.

Evaluation Data Source: 9 week PEIMS reports, weekly attendance report.

Strategy 1

Students will be recognized for achieving their attendance goals each 9 weeks. There will be an EOY celebration as well as trophies for students with perfect attendance all year.

Strategy's Expected Result/Impact: Increased attendance and student performance.

Staff Responsible for Monitoring: Secretary, Attendance committee, Assistant Principal, PEIMS clerk

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 2

By May 2026, the percentage of parents participating in at least 50% of our monthly school-related activities will increase from 5% to 10%.

Evaluation Data Source: Volunteer sign in sheets.

Parent facilitator sign in sheets.

Parental surveys.

Strategy 1

Continue the practice of Parent Involvement Facilitator home communication. CEIC scheduled meetings. Plan and implement monthly Parent Involvement events. Organize Parent Involvement Workshop/Events such as STAAR nights, Goals night, Literacy and Math Nights Invite parents to "Meet the teacher" social. Chat and Chew with the Principal Create a quarterly newsletter and/or calendar for parents. Increase Use of Blackboard/ Parent Link to promote Events and Activities/ Reminders PTA created Remind Chat; PTA Social Media, PTA Website, contact number, and email will be shared often. Continue pushing information out on DOJO and Guess FB

group

Strategy's Expected Result/Impact: At least 10% parent involvement through out the school year for at least 50% of school sponsored events.

Staff Responsible for Monitoring: Principal
Parent Facilitator, Parent Involvement Committee, Campus Media Support, Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 3

By May 2026, students will participate in a minimum of six grade level Student Wellness seminars with activities given by our Student Wellness Coordinator or Behavior Interventionist to address regulating emotions as it is tied to discipline incidents on campus.

Strategy 1

The student wellness coordinator, counselor, and behavior interventionist will work together to provide topics that addresses critical needs on the campus and meet with students consistently. Dates for the year should be turned in by September.

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Goal 4

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

Performance Objective 1

By May 2026, one-hundred percent of our students, PreK-5, will be provided opportunities to explore career pathways through various platforms and events/ activities.

Evaluation Data Source: Monthly calendars

Strategy 1

Counselors will collaborate with Student Council and Parent Involvement to put on an event for students by May 2026.

Strategy's Expected Result/Impact: Increase the students' awareness of various careers.

Staff Responsible for Monitoring: Counselor coordinate with District CCMR dept

Formative Reviews

No Progress

November

Some Progress

January

March

June

Strategy 2

By the end of the school year, 100% of the students will explore career pathways.

Strategy's Expected Result/Impact: Increase the students' awareness of various careers.

Staff Responsible for Monitoring: Counselor, teachers

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Guess Elementary will maintain and build ongoing relationships with at least four of the business partners.

Strategy's Expected Result/Impact: Improve the net promoter score.

Staff Responsible for Monitoring: Parent liaison, principal, secretary

Formative Reviews

Some Progress

November

Some Progress

January

March

June

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 2026, the percentage of students in the "all students" subgroup, who score meets level or above on STAAR Reading will increase to 50%.

Evaluation Data Source: Campus STAAR reading

Strategy 1

Weekly support for grade level planning from the Instructional Coach. Small Group tutorial pull outs for tier III students

Strategy's Expected Result/Impact: Increased student achievement at meets or above level on STAAR
Decreased number of students performing at below on STAAR

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Some Progress

January

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June

Performance Objective 2

By May 2026, the percentage of students in the "all students" subgroup, that score meets level or above on STAAR Math will increase to 40%.

Evaluation Data Source: Campus STAAR math

Strategy 1

Weekly support for grade level planning from Instructional Coach

Strategy's Expected Result/Impact: Increased student achievement at meets or above level on STAAR
Decreased number of students performing below on STAAR

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

March

June

Performance Objective 3

For the 2025-26 school year, we will create dedicated intervention time within the master schedule.

Evaluation Data Source: Master schedule

Strategy 1

Intervention block will be used to target math and reading deficits and provide enrichment for strengths.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, tutors for specified grade levels

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 4

Grade Level Planning will be held weekly and utilize data with DDI.

Evaluation Data Source: DDI/ Grade level planning schedule and notes.

Strategy 1

Data will be analyzed to determine individual students strengths and weaknesses so that needs can be addressed.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 2

Gaps between the curriculum and actual instruction will be identified and rectified.

Strategy's Expected Result/Impact: Lesson plans will reflect the needs of students.

Staff Responsible for Monitoring: Campus administration, Instructional Coach

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Action plans will be created that address deficits in student learning after DDI sessions.

Strategy's Expected Result/Impact: Action plans will be utilized.

Staff Responsible for Monitoring: Campus administration, Instructional Coach.

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 5

Coaching and feedback will be given to teachers by campus administration on a weekly basis.

Evaluation Data Source: Schoolmint

Strategy 1

Coaching and feedback will be provided in the area of Reading for all grade levels.

Strategy's Expected Result/Impact: Increased reading achievement.

Staff Responsible for Monitoring: Instructional Coach, Administrative Team

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Coaching and feedback will be provided in the area of Math for all grade levels.

Strategy's Expected Result/Impact: Increased math achievement.

Staff Responsible for Monitoring: Instructional Coach
Campus administration

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June



Title I Summary

Title I



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