

**Beaumont Independent
School District**

**Blanchette Elementary
School**

**2025-2026
Campus
Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Summary

Blanchette Elementary School is located in Beaumont, Texas, and is one of sixteen elementary schools in Beaumont ISD. Mr. Ozan Blanchette and his brother Mr. Usan Hebert donated the land for the first school and worked to promote its progress. The school was changed from an elementary junior high to an all elementary school on September 3, 1968. The campus was rebuilt in its original location in 2010 and currently has a student population of approximately 529 students in kindergarten through fifth grade. Eight years ago, 512 students were served by the campus. The students of Blanchette Elementary receive a well-balanced, viable curriculum. The TEKS are the state standards and guidelines for all classroom teachers with the district implementation of those standards in a sequential, research based scope and sequence. Courses are offered in Reading, Language Arts, Spelling, Handwriting, Math, Science, Social Studies, Physical Education, Arts, Music, Theatre Arts, and Technology.

The student demographics reflect the ethnic composition of the community from which the district draws its population. The student body is comprised of students who are African American, Asian, Hispanic, White, Two or More Races. We serve students in Kindergarten - fifth grade. Our goal is to provide a well rounded program of curriculum and instruction for all students to be challenged and opportunities to meet the state's academic standards.

Grade Level	2022 - 2023 Discipline Infractions	2021 - 2022 Discipline Infractions	2020 - 2021 Discipline Infractions
Kindergarten		1	6
First Grade		1	12
Second Grade		8	27
Third Grade		32	8
Fourth Grade		40	10
Fifth Grade		20	13

Grade Level	2022 - 2023 Attendance	2021 - 2022 Attendance (90%)	2022 - 2021 Attendance
Kindergarten			
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			

Student Sponsor	2022 - 2023	2021 - 2022	2020 - 2021
English Language			

Learners

Gifted and
Talented
Program

RTI Tier III

SPED

-

Strengths

- Student attendance has increased by 10%, from 79% to 90%, as compared to the 2020 - 2021 year.
- There is a 4% increase in African American student enrollment, from 72% in 2021 to 76% in 2022.
- 70% of teachers have 1 - 10 years of experience with 15% of those teachers with 0 years of experience.
- 95% of teachers hold a valid teacher certificate.
- 33% of teachers hold a Masters Degree.

Student Learning

Summary

Blanchette Elementary **STAAR results** for 2021-22 school year are the following: 3rd Grade math was 34% at approaches, 5% at meets, 1% at masters with 80 students being tested. 3rd Grade reading was 68% at approaches, 21% at meets, 12% at masters with 81 students being tested. 4th Grade math was 38% at approaches, 19% at meets, 4% at masters with 72 students being tested. 4th Grade reading was 50% at approaches, 27% at meets, 13% at masters with 70 students being tested. 5th Grade math was 40% at approaches, 14% at meets, 4% at masters with 100 students being tested. 5th Grade reading was 56% at approaches, 30% at meets, 13% at masters with 103 students being tested. 5th Grade science was 16% at approaches, 7% at meets, 3% at masters with 102 students being tested.

MCLASS is a universal screener that measures the development of reading skills of all. Students in grades K-2 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments. Blanchette Elementary mClass results for 2021-22 school year are the following: Kindergarten students were assessed and 19% were Well Above Benchmark, 22% scored Above Benchmark, 11% of students were At Benchmark and 49% of students were Well Below Benchmark. 1st grade students were assessed and 20% were Well Above Benchmark, 41% scored Above Benchmark, 14% of students were At Benchmark and 26% of students were Well Below Benchmark. 2nd grade students were assessed and 16% were Well Above Benchmark, 11% scored Above Benchmark, 20% of students were At Benchmark and 53% of students were Well Below Benchmark.

Star360 assessments are short tests that provide teachers with data about learning early literacy skills, reading, and math. It is a computer-adaptive test, which means they adjust to each answer students provide and gives quick and accurate estimates of developed skills. STAR assessments are used for screening and progress-monitoring. Students in grades 2nd-5th take the two main assessments: Reading and Math. Kindergarten takes Early Literacy assessments. Blanchette Elementary Star360 results for 2021-22 school year are the following: 2nd grade students were assessed using Star360 Reading and 24% were At/Above Benchmark, 11% scored On Watch, 11% of students were at Intervention level and 55% of students were Urgent Intervention. 3rd grade students were assessed using Star360 Reading and 24% were At/Above Benchmark, 17% scored On Watch, 22% of students were at Intervention level and 42% of students were Urgent Intervention. 4th grade students were assessed using Star360 Reading and 30% were At/Above Benchmark, 18% scored On Watch, 16% of students were at Intervention level and 35% of students were Urgent Intervention. 5th grade students were assessed using Star360 Reading and 19% were At/Above Benchmark, 14% scored On Watch, 24% of students were at Intervention level and 43% of students were Urgent Intervention.

Strengths

- 3rd Grade students scored 68% at the Approaches Level on STAAR Reading as compared to 28.4% in 2021.
- 4th Grade students doubled their performance in Math at the Approaches Level, from 15.28% in 2021 to 38% in 2022.
- 4th Grade students increased their Masters Level performance on STAAR from 1.43% in 2021 to 13% IN 2022.
- At least 30% of our students scored at the Above Benchmark and On Watch level combined on 2021 EOY STAR 360.
- 60% of all first grade students scored well above and above benchmark combined on EOY 2022 MClass.
- Approximately 27% of Kindergarten - 2nd grade students are performing Well Above Benchmark and Above Benchmark combined on 2022 EOY MClass.
- TEA Campus Rating (F to B).
- Reading Coach for the campus
- Neuhaus implementation for K - 3rd grade.
- All K - 3rd grade reading teachers are receiving TEAS Reading Academy.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

49% of all students are performing at Urgent Intervention on 2022 EOY STAR 360 Reading.

There is a lack of effective Tier I instruction provided to students in reading.

 = Priority

School Processes & Programs

Summary

Personnel Procedures

It is important to have systems in place to maximize every opportunity for learning. Teacher schedules are created and posted to maximize every instructional moment. Rotation schedules include: Library, Music/Art, PE, Computer Lab, Counseling, etc. District guidelines are followed when assigning the instructional minutes for each content area.

Campus leaders are identified based on teacher initiative and campus data/highlights. Teacher leaders are provided additional responsibilities to lead our campus clubs and organizations and initiatives. Roles and responsibilities are defined at the beginning of the year and shared with leadership team members and campus teacher leaders. In addition, teachers are strongly encouraged to participate in district leadership initiatives.

The Counselor and Principal build a Master Schedule with teacher input, through TEAMS by teacher and grade level. A weekly newsletter is sent to staff containing principal reflections, upcoming events, classroom management/behavior tips, curriculum updates, and a counseling corner. The newsletter keeps staff abreast to the climate and culture of the campus.

Professional Practices

Blanchette Elementary maintains standards for meeting the requirements of ESSA (Every Student Success Act) as it pertains to hiring and retaining of highly effective teachers. To be deemed highly effective, teachers must have: (1) a Bachelor's Degree , (2) Full State Certification or License and (3) Demonstrate that they know each subject they teach. Blanchette uses a committee composed of the leadership team and selected teachers to interview and make hiring decisions. Teachers are T-TESS, CHAMPS/Foundations, and SEL trained. All K - 3rd grade teachers are Neuhaus trained. Beginning of the year trainings are conducted on campus as part of campus staff development.

Programs and Student Opportunities

Blanchette Elementary follows the district curriculum for instruction and assessment. Instructional programs are designed to meet the individual needs of the students. The largest instructional program is the regular education program. Campus-based instructional and extracurricular programs that enhance academic achievement include:

It is important to have systems in place to maximize every opportunity for learning. Teacher schedules are created and posted to maximize every instructional moment. Rotation schedules include: Library, Music/Art, PE, Computer Lab, Counseling, etc. District guidelines are followed when assigning the instructional minutes for each content area. The Counselor and Principal build a Master Schedule with teacher input, through TEAMS by teacher and grade level. A weekly newsletter is sent to staff containing principal reflections, upcoming events, classroom management/behavior tips, curriculum updates, and a counseling corner. The newsletter keeps staff abreast to the climate and culture of the campus.

Strengths

School Processes and Programs Strengths:

- Teachers are involved in the hiring process.
- Gifted and Talented Teacher assigned at each grade level.
- Teacher and staff attendance is maintained at 96%, 2018 - present.

- Weekly newsetters are provided for teachers and staff.
- ESL Certified Teacher at each grade level K-3rd grade.
- Certified ESL Teacher on campus to service LEP students.
- One to one teachnology for all students K - 12th grade.
- Readers Are Leaders Program
- Lamar N.E.S.T.
- The AIMS Team serves as the campus discipline compliance group. They assist in developing, implementing, and monitoring the campus behavior plan known as CHAMPS and Foundations.
- BISD has adopted a mandatory uniform dress code.
- Reading Millionaires Club

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Less than 15% of teachers are ESL certified.	There is a lack of time provided for teachers to attend required trainings.
2	Less than 3% of our student population participates in the gifted and talented program annually.	Teachers do not know how to identify gifted and talented students from low socioeconomic backgrounds.

 = Priority

Perceptions

Summary

Effective family engagement includes the full engagement of families through: Blanchette Elementary is dedicated to providing a quality education for every student through ongoing partnerships with parents and community members. It is a school-wide Title I school with emphasis on ensuring that there are monthly parental outreach activities offered for families. Each nine weeks the Parent Center Coordinator will utilize their campus action plan to link family engagement activities to enhance student learning. Systematic family activities are planned based on the specific content area(s) that will ensure that families have the learning strategies that will support student learning.

- Campus (Parent, Teacher, and Student) Compacts
- Positive Parent Training
- Parent Teacher Association
- Parent Surveys
- Online Home-School Communication
- Monthly Parent Meetings/Training

All visitors must present their photo I.D. at the camera and have an appointment to gain access through the front door. The Receptionist swipes every drivers license and must receive a clearance through the Raptor system to to gain a badge to move through the building.

Students are encouraged to participate in extracurricular activities such as UIL, Student Council, STEM Club, Cheerleading, Basketball, and track.

Student Council	A group of students elected by their peers to address issues of concern and organize student events and activities; Includes grade level representatives and standard elected positions
Gardening and Beautification	Gardening provides opportunities to enhance student education through practical, reality-based learning. The program provides opportunities for hands-on learning, inquiry, observation and experimentation across the curriculum.
Basketball	This program is offered to 5th grade students, and is used to promote self-esteem, school spirit, a basketball skill set, and good sportsmanship.
Soccer	a game played by two teams of eleven players with a round ball that may not be touched with the hands or arms during play except by the goalkeepers. The object of the game is to score goals by kicking or heading the ball into the opponents' goal. This program is offered to 4 th and 5 th grade students.
UIL	The program of academic competition for elementary, middle school and junior high officially became "A+ Academics"; A+ Academics includes 20 different events for grades 2-8. These events span the curriculum - they are designed to complement and expand upon what students learn in the classroom, both through learning specific subject knowledge, and through learning skills that are valuable in many disciplines
Cheerleading/Dance Team	Cheerleading/Dance Team is an extracurricular activity for students. The program builds confidence, self-esteem, and school spirit.
Drug Free Schools	The Drug Free School and Communities Program is a plan including components for the entire school community to promote and maintain drug free citizens.
Cub Scouts	Cub Scouts is a program within the Boy Scouts of America that serves youth (boys and girls) from 6 to 11 years old. Scouts achieve this with a lineup of hands-on activities and adventures focused on: Character Development. Antioch Missionary Baptist Church is a partner and leads this initiative.
N.E.S.T.	An innovative learning lab through the partnership with Lamar University and S.O.A.R.; \$20,000 worth of STEM materials and technology to continue the vision of Former Lady

	Nancy Evans and her love for reading and education.
Readers Are Leaders	A reading program partnership with Former Mayor David Moore; The program encourages students to read daily, highlights the academic benefits of being a reader, and then provides incentives to students an annual limo ride and visit to City Hall.
Flag Corps	The campus flag corps is responsible for raising and lowering the flags of the United States of America and the Texas State Flag on a daily basis, weather permitting. The flag corps also participates in the annual Veterans Day program.
Art	This fun and creative club is for 3 rd – 5 th grade students. The students meet twice a week after school for an hour to explore art concepts. Students are selected to participate in the annual art show at the Texas State Fair. The Art Club also assists with backdrops and props with campus programs.
STEM	A safe place for 3 rd – 5 th grade students to explore in science, technology, engineering, and mathematics. Students meet twice a week after school for an hour. The STEM Club hosts our annual STEM Night and participates in the BISD Stem Night.
National Elementary Honor Society	The National Association of Elementary and Secondary Principals established the NEHS to recognize elementary students for their outstanding academic achievement and leadership skills. NEHS is a club for 4 th and 5 th grade students.

Effective family engagement includes the full engagement of families through:

Blanchette Elementary is dedicated to providing a quality education for every student through ongoing partnerships with parents and community members. It is a school-wide Title I school with emphasis on ensuring that there are monthly parental outreach activities offered for families. Each nine weeks the Parent Center Coordinator will utilize their campus action plan to link family engagement activities to enhance student learning. Systematic family activities are planned based on the specific content area(s) that will ensure that families have the learning strategies that will support student learning. Parents are strongly encouraged to get involved and become volunteers through our newly recertified PTA. Students are aware of the academic and behavior expectations.

- Campus (Parent, Teacher, and Student) Compacts
- Positive Parent Training
- Parent Teacher Association
- Parent Surveys
- Online Home-School Communication
- Monthly Parent Meetings/Traini

Strengths

Perceptions Strengths:

- Implement CHAMPS/Foundations Principles with fidelity in common areas and classrooms
- Regular communication with parents via weekly folders and agenda books.
- Blanchette has a Parent Teacher Association. Each year 100% involvement is asked from parents and staff members.
- All teachers have the SEL Kit and have been trained on how to use the program to promote a positive school climate.
- We have a PTA, which sponsors many student events and teacher appreciation week activities.
- We have an art programs that bring parents into our school, as well as family literacy and math nights, one in the fall, and one in the spring.
- All campus events were held virtually for the 2020-2021 school year.
- We have an excellent P.E. program where students practice leadership and peer relations.
- There are many opportunities for students to be involved in the school including Robotics, Student Council, Basketball, Soccer, STEM, and Reading Millionaires.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause


1



Less than 3% of the staff is bilingual and able to communicate effectively with non-English speaking parents.

There is no bilingual receptionist and/or teacher to communicate with non-English speaking parents.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Less than 3% of the staff is bilingual and able to communicate effectively with non-English speaking parents.

There is no bilingual receptionist and/or teacher to communicate with non-English speaking parents.

★ = Priority



Goals

Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1

The percent of pre- kindergarten students achieving a composite score of at benchmark or higher will increase from to .

Evaluation Data Source: 2025 mClas EOY Results

Strategy 1

Provide professional development to all Kindergarten teachers on how to effectively use the mClass/Amplify Learning platform to include data reports and small group materials/instruction.

Strategy's Expected Result/Impact: Teacher growth and performance in mClass/Amplify
Teacher growth in content knowledge and execution
Student growth in reading mClass/Amplify Reports

Staff Responsible for Monitoring: Reading Coach

Formative Reviews

November

January

March

June

Strategy 2

Implement high quality professional learning community meetings focused on the science of reading (Reading Academies) for all Kindergarten teachers, leaders, and staff to build capacity in strengthening literacy skills and align instructional practices.

Strategy's Expected Result/Impact: Teacher growth and performance in mClass/Amplify
Teacher growth in content knowledge and execution
Student growth in reading mClass/Amplify Reports

Staff Responsible for Monitoring: Assistant Principal
Reading Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Teachers will plan for and incorporate effective small group instruction to address student needs and close learning gaps in reading. Teachers will meet with Tier I students twice a week, Tier II students three times a week, and Tier III students daily.

Strategy's Expected Result/Impact: Teacher small group schedules posted and followed
Improved reading performance on mClass/Amplify
Student reading growth each nine week grading period

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Strategy 4

Implement a minimum of 2 high quality student discourses consistently in daily reading lessons.

Strategy's Expected Result/Impact: Increase student talk/discourse in classroom instruction
Increase student critical thinking in classroom instruction
Increase student academic performance in nine week assessments

Staff Responsible for Monitoring: Principal
Assistant Principal
Reading Coach

Formative Reviews

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Strategy 5

Teachers will regularly monitor student progress through regular universal screener of (mClass/Amplify) and use Euphoria (steps 1 - 6) to analyze student results.

Strategy's Expected Result/Impact: Growth in teacher and staff capacity to regularly disaggregate student data

Staff Responsible for Monitoring: Principal
Assistant Principal
Reading Coach

Formative Reviews

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June

Performance Objective 2

The percent of Kindergarten students achieving a composite score of at benchmark or higher will increase from to .

Evaluation Data Source: 2023 MClass EOY Results

Strategy 1

Provide professional development to all first grade teachers on how to effectively use the mClass Learning platform and implement research based activities to improve phonemic awareness.

Strategy's Expected Result/Impact: Teacher growth and performance in mClass
Teacher growth in content knowledge and execution
Student growth in reading mClass Reports

Staff Responsible for Monitoring: Reading Coach
Reading Paraprofessional

Formative Reviews

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Strategy 2

Implement high quality professional learning community meetings focused on the science of reading (Reading Academies) for all first grade teachers, leaders, and staff to build capacity in strengthening literacy skills and align instructional practices.

Formative Reviews

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Strategy 3

Teachers will plan for and incorporate effective small group instruction to address student needs and close learning gaps in reading. Teachers will meet with Tier I students twice a week, Tier II students three times a week, and Tier III students daily.

Strategy's Expected Result/Impact: Teacher small group schedules posted and followed
Improved reading performance on mClass/Amplify
Student reading growth each nine week grading period

Formative Reviews

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Strategy 4

Implement a minimum of 2 high quality student discourses consistently in daily reading lessons.

Strategy's Expected Result/Impact: Increase student talk/discourse in classroom instruction
Increase student critical thinking in classroom instruction
Increase student academic performance in nine week assessments

Staff Responsible for Monitoring: Principal
Assistant Principal
Reading Coach

Formative Reviews

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Strategy 5

Teachers will regularly monitor student progress through regular universal screener of (mClass/ Amplify) and use Euphoria (steps 1 - 6) to analyze first grade student results.

Strategy's Expected Result/Impact: Growth in teacher and staff capacity to regularly disaggregate student data

Staff Responsible for Monitoring: Principal
Assistant Principal
Reading Coach

Formative Reviews

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Performance Objective 3

The percent of first grade students achieving at benchmark or higher will increase from to .

Strategy 1

Provide professional development to all second grade teachers on how to effectively use the mClass Learning platform and implement research based activities to improve phonemic awareness.

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Strategy 2

Implement high quality professional learning community meetings focused on the science of reading (Reading Academies) for all first grade teachers, leaders, and staff to build capacity in strengthening literacy skills and align instructional practices.

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Strategy 3

Teachers will plan for and incorporate effective small group instruction to address student needs and close learning gaps in reading. Teachers will meet with Tier I students twice a week, Tier II students three times a week, and Tier III students daily.

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Strategy 4

Implement a minimum of 2 high quality student discourses consistently in daily reading lessons.

Formative Reviews

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March

June

Strategy 5

Teachers will regularly monitor student progress through regular universal screener of (mClass/ Amplify) and use Euphoria (steps 1 - 6) to analyze first grade student results.

Formative Reviews

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Performance Objective 4

The percent of second grade students achieving at benchmark or higher will increase from to .

Goal 2

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

Performance Objective 1

The percent of Kindergarten students meeting grade level criterion on the Stemscores assessment will increase from 38% (BOY) data to 45% (EOY) data by May 2024.

Evaluation Data Source: Student growth in math each nine week grading period
Growth in 2023 STAAR Results

Strategy 1

Provide professional development to all Kindergarten teachers, staff, and leaders on how to effectively use Stemscores to provide Tier I instruction.

Staff Responsible for Monitoring: Math Coach

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Strategy 2

Implement high quality professional learning community meetings focused on the science of reading (Reading Academies) for all Kindergarten teachers, leaders, and staff to build capacity in strengthening literacy skills and align instructional practices.

Strategy's Expected Result/Impact: Student growth in math each nine week grading period
Growth in 2023 STAAR Results

Staff Responsible for Monitoring: Principal
Math Coach

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Strategy 3

Kindergarten students will complete the grade level ST (Spatial Temporal) Math learning path.

Formative Reviews

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Strategy 4

Implement a minimum of 2 high quality student discourses consistently in daily math instruction.

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Strategy 5

Teachers will regularly monitor student progress through the mClass/Amplify universal screener and use Eduphoria (steps 1 - 6) tp analyze student results.

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Performance Objective 2

The percent of first grade students meeting grade level criterion on the Stemscores assessment will increase from 13% (BOY) data to 25% (EOY) data by May 2024.

Strategy 1

Second grade students will use the online computer program Education Galaxy and Lift off to track goals and progress.

Strategy's Expected Result/Impact: Complete a minimum of 2 lessons per week
Improvement in math computation and problem solving
Increase in nine week student performance

Staff Responsible for Monitoring: Math Coach

Formative Reviews

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Strategy 2

Provide professional development to all first grade teachers on how to effectively use Stemsscopes to provide Tier I instruction.

Strategy's Expected Result/Impact: Student growth in math each nine week grading period
Growth in 2023 STAAR Results

Staff Responsible for Monitoring: Principal
Math Coach

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Strategy 3

Implement high quality professional learning community meetings focused on the science of reading (Reading Academies) for all Kindergarten teachers, leaders, and staff to build capacity in strengthening literacy skills and align instructional practices.

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Strategy 4

Implement a minimum of 2 high quality student discourses consistently in daily math instruction.

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Strategy 5

Teachers will regularly monitor student progress through Stemsscopes universal screener and

use Eduphoria (steps 1 - 6) to analyze student results.

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March

June

Performance Objective 3

The percent of second grade students meeting grade level criterion on the Stemscores assessment will increase from 13% (BOY) data to 25% (EOY) data by May 2024.

Strategy 1

Provide professional development to all second grade teachers on how to effectively use Stemscores to provide Tier I instruction.

Formative Reviews

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Strategy 2

Implement high quality professional learning community meetings focused on the science of reading (Reading Academies) for all Kindergarten teachers, leaders, and staff to build capacity in strengthening literacy skills and align instructional practices.

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Strategy 3

Second grade students will use the online computer program Education Galaxy and Lift off to track goals and progress.

Formative Reviews

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Strategy 4

Implement a minimum of 2 high quality student discourses consistently in daily math instruction.

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Strategy 5

Teachers will regularly monitor student progress through Stemscoptes universal screener and use Eduphoria (steps 1 - 6) tp analyze student results.

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Goal 3

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

Performance Objective 1

By May 2024, all students will attend a CCMR events to increase awareness of college, career, and military readiness.

Strategy 1

Students will participate in a CCMR Roadshow.

Strategy's Expected Result/Impact: Students will gain knowledge on possible universities to attend.

Staff Responsible for Monitoring: Campus administration

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Goal 4

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

Performance Objective 1

Increase effective parent communication and participation in school activities Maintain an active network of at least 5 community resources and partnerships by May 2024.

Evaluation Data Source: End of Year Parent Survey
Parent Night Sign-In Sheets

Strategy 1

Use Class Dojo to maintain and distribute campus information and increase communication between the school and home.

Strategy's Expected Result/Impact: Increase parent awareness and engagement

Staff Responsible for Monitoring: Reading Coach

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Strategy 2

Utilize campus facebook page to distribute campus information and increase communication between the school and home.

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Strategy 3

Implement at least two monthly parent/family nights with a focus on building reading and math comprehension

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Performance Objective 2

Maintain an active network of at least 5 community resources and partnerships by May 2024.

Evaluation Data Source: Facebook Page and Updates
Monthly School Calendars and Parent Activities

Performance Objective 3

Attendance and Discipline

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

Blanchette Elementary will increase student performance on STAAR Domain 1 academic achievement in reading and math by 5 points, from 50 to 55 by May 2024.

Evaluation Data Source: 2024 STAAR Results

Strategy 1

Implement data driven and data informed practices in reading, math, and science with leadership team and grade level teachers twice each grading period.

Strategy's Expected Result/Impact: Increase in Domain 1 performance on STAAR
Increase in nine week assessment student performance

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

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Strategy 2

Train leadership team and teachers on how to effectively create and monitor the use of exit tickets daily in reading, math, and science.

Strategy's Expected Result/Impact: Teacher Knowledge Growth
Increase in Domain 1 student performance on STAAR

Staff Responsible for Monitoring: Principal
Reading and Math Coach

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Strategy 3

Meet/exceed district program usage expectations for reading and math to include ST Math for

K-1, Education Galaxy and Lift Off for 2nd - 5th, and mClass/Amplify for K - 5.

Strategy's Expected Result/Impact: Improvement in Exit Ticket Performance
Improvement in Nine Week Performance
2024 STAAR Results

Staff Responsible for Monitoring: Reading Coach
Math Coach

Formative Reviews

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Performance Objective 2

Blanchette Elementary will increase student growth performance on STAAR Domain 2 by 5 points, from to by May 2024.

Evaluation Data Source: Increase in Domain 2 performance on STAAR 2024

Strategy 1

Implement nine week data talks with Office of Innovation, District Content Supervisors, and Campus Leadership Team to monitor the progress of meeting subgroup targets on STAAR Reading and Math.

Strategy's Expected Result/Impact: African American and Economically Disadvantaged subgroup populations will increase academic performance on nine week assessments in reading and math.

Staff Responsible for Monitoring: DCIS
Principal

Formative Reviews

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Performance Objective 3

Blanchette Elementary will increase student performance in Domain 3 - closing the gaps in African Americans and Economically Disadvantaged subgroup populations in reading and math, from to by May 2024.

Strategy 1

Implement an accelerated instruction program after school for targeted second - fifth grade students in reading, math, and science.

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Strategy 2

Maintain campus intervention block, Power Hour, to allow for school-wide, targeted reading and math intervention.

Strategy's Expected Result/Impact: Increase in learning time.

Staff Responsible for Monitoring: Assistant Principal
Behavior Interventionist

Formative Reviews

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Strategy 3

Provide Social Emotional Learning (SEL) lessons, K - 5, using the Capturing Kids Hearts program.

Strategy's Expected Result/Impact: Increase in conflict resolution
Increase in learning time

Staff Responsible for Monitoring: Behavior Interventionist

Formative Reviews

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June

Strategy 4

Implement Constructive Writing Response Bootcamp for 2nd - 5th grade students each nine week grading period

Formative Reviews

November

January

March

June



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