

Beaumont Independent School District



Dr. ML King Collegiate Academy

2025-2026 Campus Improvement Plan

Mission Statement

Provide all students with rigorous academic and work-based learning opportunities that encourage and actively support high school and college graduation or entry into the workforce.

Vision

Through an innovative program that seamlessly integrates rigorous academics, college coursework, and career exploration, Beaumont Early College High School will redefine traditional school experiences and provide a pathway for students to graduate with a high school diploma, workplace qualifications, and the opportunity to attain an Associate degree.

Value Statement

Kindness

Respect

Responsibility

Integrity

Humanity

Scholarship

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Comprehensive Needs Assessment

Demographics

Summary

Dr. Martin Luther King, Jr. Collegiate Academy is a TEA designated College and Career Readiness School Models campus with a current Pathways in Technology designation. We target at-risk, first generation, etc. students to enroll and engage in dual credit course work with the potential to earn an Associate Degree.

The campus is engaged with various stakeholders including the dual credit partner, Lamar Institute of Technology, and multiple business partners including, but not limited to, BASF, ExxonMobil, and Workforce Solutions SETexas.

Strengths

- Demographics mirror that of the district and city.
- Staff demographics reflect the students and offer Spanish translation for Hispanic families.
- At-Risk percentages decrease with time on the campus.

Student Learning

Summary

- Students are often two or more years behind grade level in Reading and Math.
- Many students lack the grit and determination to persevere when stress levels increase.
- Though students perform acceptably on state and district assessments, their ability to retain credits for graduation has declined after 2020. This has started to trend upward since 2023.

Strengths

- EOC STAAR exam passing rates remain higher than the district and in line with or higher than the state.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

In the 2024-2025 school year, approximately 19% of students in grades 9-12 lost credit in one or more classes due to failing grades at the end of semester one and two.

When students become overwhelmed, they give up. Students become overwhelmed and give up because they do not have the necessary skills to rank, prioritize, and schedule tasks for completion.

 = Priority

School Processes & Programs

Summary

- Dual credit with Lamar Institute of Technology
- Summer Bridge for incoming 9th grades students - orientation and TSIA2 preparation.
- Title I - increased funds for at-risk students and partnership with parents to promote student academic success.
- Family - small group Social-Emotional Learning time during the school day.
- Path College Career classes - students enroll in each grade level and focus on current academic success as well as college and career readiness.
- Club - extra-curricular activities made available during the school day.

Strengths

- King Collegiate Academy has a strong team of faculty and staff composed of veteran teachers and professionals that care deeply about the best interest of its students. Because of their dedication and effective strategies, the impact of student gaps are mitigated and staff work hard to reduce those gaps.
- The campus mentor/advisory/SEL time is scheduled into each school day in order for students to receive peer tutoring, peer and teacher mentoring, and instruction in Social Emotional Learning (SEL). SEL instruction provides students the opportunity to develop interpersonal and conflict resolution skills.
- Due to transportation challenges on the part of our students and their parents, academic and behavior interventions are scheduled into the school day using remediation classes and intervention during the schedule extracurricular time. After school tutorials are also offered and regularly attended.

Perceptions

Summary

Over the first four years as a new campus, staff and students have worked hard to develop traditions to be proud of. Dr. Martin Luther King, Jr. Collegiate Academy has also continued to deepen the use of the Positive Behavior Intervention System (PBIS) initiated by the district and has seen a reduction in behavior incidents for the individual students that were placed on intervention. While parent involvement has increased over the years, especially with the parent liaison that was in place during the 2023-2024 and 2024-2025 school years, we are expecting a decline after losing that position for the 2025-2026 school year. Parents of students that are performing poorly generally do not come to parent engagement opportunities.

Strengths

- Staff and students generally report a "family feel" on the campus. This encourages relationship building and leads to a high level of trust that encourages students to go to adults with concerns, problems and/or struggles they are having.
- Students and staff have worked to maintain several campus traditions such as Homecoming, Prom, Pep-rallies, etc. Students and parents have given positive feedback regarding these traditions.
- King Collegiate Academy works in partnership with the Lamar Institute of Technology as it pertains to dual credit course offerings, is working to revive an Advisory Board of industry leaders as it pertains to work-based learning, and is starting a relationship with Lamar University to develop 2X2 plans that will lead students from their first two years of college with KCA into the final two years for completion of a Bachelor's Degree.



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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- 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

By November 2025, King Collegiate Academy will review the incentivized reading program for overall participation and effectiveness in encouraging 85% or more of the enrolled students to engage in academic and pleasure reading.

Evaluation Data Source: Participation rates in the incentivized reading program. This will be measured in Family.

Strategy 1

By November 2025, King Collegiate Academy will determine if there is a diagnostic measure available to the campus that can measure student performance in reading comprehension.

Strategy's Expected Result/Impact: Determine the effectiveness of the prior year's reading incentive program.

Staff Responsible for Monitoring: Principal
Reading program committee

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Goal 2

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

Performance Objective 1

By May 2026, Algebra I EOC scores will increase in Masters from 18% to 30%.

Evaluation Data Source: Algebra I EOC score report

Strategy 1

Conduct individual student growth planning meetings that focus students in on prior performance as it relates to potential growth in the current school year. Students will work with the teacher to set growth goals for the Algebra I EOC.

Strategy's Expected Result/Impact: Including the student in targeted growth plans will increase ownership of individual improvement which is expected to increase overall performance as well.

Staff Responsible for Monitoring: Algebra I Teacher and Principal

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Strategy 2

The Math team and Math PLCs will focus on Lead4ward resources to analyze current and past data in order to identify particular TEKS/objectives that need to be focused on.

Strategy's Expected Result/Impact: Identifying and focusing on high frequency items should result in improved performance in high yield areas of the content.

Staff Responsible for Monitoring: Algebra I teacher, Math department, principal

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Goal 3

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

Performance Objective 1 HB3 Goal

By August 2025, 100% of students (maintaining 100% from prior year) that have not met standard on TSIA2, and are delayed in doing so, will be enrolled in a Development Math and/or English class.

Evaluation Data Source: Student rosters
TSIA2 test scores

Strategy 1

King Collegiate Academy will review current student test scores and student schedules to determine who should be enrolled in the course in the fall and who should be enrolled in the course in the spring.

Strategy's Expected Result/Impact: Students will have an added opportunity to receive the needed exemption in the event he/she has not passed TSIA2. This will ultimately result in more students staying on track with their degree plan by taking the needed dual credit courses. Dual credit coursework in one way of earning a CCMR point.

Staff Responsible for Monitoring: Principal and counselor

Funding Sources: Local Funds,

TEA Priorities: Connect high school to career and college

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Performance Objective 2

By May 2026, 100% of students will continue to access work-based learning experiences that provide insight into the careers that interest them.

Evaluation Data Source: Campus-maintained work-based learning tracker and purchased work-based learning software access reports.

Strategy 1

Teachers in PCC I-IV will utilize community and campus resources to engage students with work-based learning opportunities.

Strategy's Expected Result/Impact: With greater access to information and experiences, students will be better prepared to develop and work their postsecondary plan.

Staff Responsible for Monitoring: PCC I-IV teachers.

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Strategy 2

Teachers in PCC I-IV will utilize a purchased platform that allows students in research and engage with careers and professionals from those careers.

Strategy's Expected Result/Impact: With greater access to information and experiences, students will be better prepared to develop and work their postsecondary plan.

Staff Responsible for Monitoring: PCC I-IV teachers.

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Goal 4

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

Performance Objective 1

By May 2026, King Collegiate Academy will increase parent attendance at Title I parent engagement activities from an average of 10 to an average of 25, excluding Goals Night.

Evaluation Data Source: Prior year attendance and scheduling efforts
Current year attendance and scheduling efforts

Strategy 1

King Collegiate Academy will host monthly parent meetings and/or parent educational communications that have a different academic theme each time. For example, the October meeting will be focused on guiding parents and students through the process of completing FAFSA/TAFSA.

Strategy's Expected Result/Impact: As parental understanding of educational processes deepen, the support they can offer their students will become more effective and far-reaching.

Staff Responsible for Monitoring: Principal

Funding Sources: Snacks, give aways, school supplies, etc. Title I, Part A, \$3,000

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Strategy 2

King Collegiate Academy will host grade level parent meetings at the start of the school year in order to help parents focus on what is relevant for their students at their current grade (e.g. 9th grade focus on transition to high school and passing TSIA2, 10th grade selection of pathway, 11th grade test prep and career exploration, 12th grade post secondary planning and graduation).

Strategy's Expected Result/Impact: If parents know at the beginning of the year (and maybe even have a checklist) what the expectations are for the students, they can partner with the school to better monitor progress.

Staff Responsible for Monitoring: Principal
Counselor
PCC teachers

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Strategy 3

King Collegiate Academy will host two campus-wide events focused on student academic success (e.g. STAAR trivia night in which the school hosts a trivia competition for staff, parents, and students form teams to compete using STAAR released questions for parents to see what each student is up against).

Strategy's Expected Result/Impact: If parents understand the level of difficulty of the questions students are faced with it will create more of a sense of urgency to complete school work for preparation and ensure proper care of the student before testing (i.e. timely arrival to the test, eating a good meal before, etc.)

Staff Responsible for Monitoring: Principal
STAAR teachers

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Strategy 4

King Collegiate Academy will increase its capacity to host parent meetings and student programs with improvements to the audio/video and translation equipment on campus.

Strategy's Expected Result/Impact: Better informed parents are better able to assist their students.

Staff Responsible for Monitoring: Principal and principal's secretary

Funding Sources: Equipment purchase Title I, Part A, \$10,000

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Performance Objective 2

By May 2026, King Collegiate Academy will increase the overall student attendance rate from 97% in 2024-2025 to 98% by May 2026, by providing proactive supports, recognition systems, and interventions that help students develop responsibility, self-management, and a sense of belonging at school.

Strategy 1

Implement Tiered Attendance Interventions: - Conduct early identification and outreach for students with attendance below 95%. - Use attendance data to trigger personalized check-ins, counseling referrals, or family conferences.

Strategy's Expected Result/Impact: Early intervention will result in fewer students dropping below 90% attendance.

Staff Responsible for Monitoring: Attendance clerk
Principal

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Strategy 2

Increase Parent and Family Engagement: - Communicate regularly with families about the impact of attendance on achievement. - Host monthly attendance challenges and recognitions that include parent participation.

Strategy's Expected Result/Impact: Informed parents will work harder to maximize their student's attendance.

Staff Responsible for Monitoring: Attendance clerk
Principal

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Strategy 3

Promote Positive School Climate and Belonging: - Develop campus-wide recognition programs for improved and perfect attendance. - Partner with counselors and teachers to create "attendance mentorship" opportunities.

Strategy's Expected Result/Impact: If students feel that they belong on campus, they will come and stay more often.

Staff Responsible for Monitoring: Wellness Coordinator
Attendance clerk
Counselor

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Strategy 4

Strengthen Systems for Monitoring and Accountability: - Review attendance data weekly in leadership and grade-level meetings. - Track interventions in the student information system for progress monitoring.

Strategy's Expected Result/Impact: Weekly monitoring will catch changes in patterns and trends early.

Staff Responsible for Monitoring: Principal
Attendance Clerk

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Performance Objective 3

By May 2026, King Collegiate Academy will Reduce the total number of behavior corrections from an average of 60 to an average of 40 through the implementation of proactive behavior supports, restorative practices, and social-emotional learning (SEL) strategies that promote student self-management and positive relationships.

Evaluation Data Source: Behavior Notifications sent by staff

Strategy 1

Implement a Campus-Wide Positive Behavior Framework: - Reinforce the campus PBIS (Positive Behavioral Interventions and Supports) system with consistent expectations, recognition, and reteaching opportunities. - Publicly celebrate positive behavior and growth in self-management skills through weekly or monthly recognition programs.

Staff Responsible for Monitoring: Principal

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Strategy 2

Expand Social-Emotional Learning and Counseling Supports: - Integrate SEL lessons into advisory or homeroom periods focused on conflict resolution, empathy, and emotional regulation. - Increase access to counseling, behavior interventions, and mentoring for high-need students.

Staff Responsible for Monitoring: Family Teachers

Principal
Wellness Coordinator
Counselor

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Strategy 3

Increase Staff Capacity in Restorative Practices: - Provide professional development on de-escalation, trauma-informed practices, and restorative conversations. - Replace exclusionary discipline with restorative circles or reflection opportunities when appropriate.

Staff Responsible for Monitoring: Family Teachers

Principal
Wellness Coordinator
Counselor

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Strategy 4

Strengthen Data Monitoring and Intervention Systems: - Review behavior and discipline data biweekly in leadership and behavior team meetings. - Track and monitor repeat offenders to ensure targeted intervention plans are implemented and documented in the MTSS tracking platform.

Strategy's Expected Result/Impact: Family Teachers

Principal
Wellness Coordinator
Counselor

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Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

Performance Objective 1 High Priority

By May 2025, King Collegiate Academy will decrease the number of students that lose credit for a class due to failing grades by 10%, from 20% to 10%.

Evaluation Data Source: Student failure reports

Strategy 1

King Collegiate Academy will evaluate current strategies taught in PCC classes as they pertain to time management, organization, and prioritization of tasks.

Strategy's Expected Result/Impact: Evaluation of current strategies should highlight areas where improvement of or creation of curriculum is needed.

Staff Responsible for Monitoring: Principal
PCC teachers

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Strategy 2

King Collegiate Academy will utilize the data that was gathered during the above mentioned evaluation to make needed adjustments/additions to the curriculum for the course at all grade levels, especially 9th grade.

Strategy's Expected Result/Impact: Review of the data will help to determine where the curricular weaknesses are. From there the campus should be able to develop new strategies to assist students.

Staff Responsible for Monitoring: Principal
PCC teachers

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Strategy 3

King Collegiate Academy will further revise the Family progress monitoring system to include tracking of student progress in both progress report grades and report card grades.

Strategy's Expected Result/Impact: Family teachers will watch their set of 20 students to ensure parent contact and monitoring is in place.

Staff Responsible for Monitoring: Family teachers

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Strategy 4

King Collegiate Academy will offer tutorials to all students Monday - Thursday to provide an opportunity for individualized instruction, time to complete assignments, opportunities for retesting, etc.

Strategy's Expected Result/Impact: Students are less likely to fail coursework if they have the ability to receive regularly scheduled assistance from teachers on campus.

Staff Responsible for Monitoring: Principal

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Strategy 5

King Collegiate Academy will place an interactive learning panel in each classroom to increase the number of instructional strategies that are engaging and interactive for learners.

Strategy's Expected Result/Impact: Engaging instructional strategies are proven to increase student learning and achievement.

Staff Responsible for Monitoring: Principal

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Strategy 6

King Collegiate Academy will provide funding and opportunities for staff to attend professional development.

Strategy's Expected Result/Impact: Continue learning and using instructional strategies that increase student engagement.

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Strategy 7

King Collegiate Academy will implement small group interventions in class to accelerate the learning of students that are behind grade level in Reading and/or Math or are at any point in the year are recorded as failing grade level assessments.

Strategy's Expected Result/Impact: By utilizing in-time acceleration, teachers will be able to fill student learning gaps as they are identified to impede the current content.

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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