

Beaumont Independent School District



Amelia Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

BISD Motto: Preparing Our Next Generation

BISD Vision Statement : In collaboration with the entire community, we will create an inclusive environment of academic excellence that supports the diverse needs of all learners.

BISD Mission Statement: We will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment.

Amelia Motto: Onward and Upward

Amelia Vision Statement: We will foster a safe learning environment and collaborate with our community to prepare our students for academic success.

Amelia Mission Statement : To model a collaborative climate that will create high quality classroom instructions which ensure a safe haven for student growth.

Vision

Vision: We will foster a safe learning environment and collaborate with our community to prepare our students for academic success.

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Comprehensive Needs Assessment

Demographics

Summary

Amelia Elementary School was named after a town near Beaumont, Texas, in the 1900s. The old building was demolished, and a new facility was dedicated in August 2010 on the same grounds where the old building was located. The current building is home to 640 students in grades PreK-5, and 69 staff members. Staff includes 37 teachers, one secretary, one nurse, one PEIMS clerk, one receptionist, 12 paraprofessionals, four custodial staff members, five cafeteria staff, 1 ROAR liaison, one instructional coach, one math coach, one counselor, one behavioral interventionist, one assistant principal, and one principal. Our student-teacher ratio is 22-1. The ethnicity representation is African American 386, Hispanic 86, White 29, Asian 17, and 2 or more races 17. Amelia currently has different programs that support students in areas of need. They are as follows: LEP 52, gifted and talented 52, Special Education 71, and Dyslexic 11.

Strengths

There is a feeling of family among the staff at Amelia. There is low teacher turnover, opportunities for teacher leaders to grow, and consistency for scholars. Amelia's team accepts students where they are and moves them to be more outstanding. There is a robust implementation of CHAMP, diversity is revered, and cultural awareness is a vital staff attribute.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Based on 2022 STAAR reading data, the Eco Dis population struggles with comprehension and stamina.

Lack of rigor, consistency, and accountability of the entire TEAM.

 = Priority

Student Learning

Summary

On the most recent STAAR assessment reported results, Amelia made gains in meets and masters in 3rd-grade reading and 4th-grade math. We also showed higher yields than the overall District approaches in 5th-grade reading and science. Fourth-grade reading had a higher percentage of students approaching grade level than the general District. Comprehensive data reports are in the addendums.

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Strengths

- Increase in scholars meeting Accelerated Reading goals
- Gains made on M-Class

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Based on 2022 STAAR reading data, in grades 3-5 65% of students achieved MEETS standards.	More guidance is needed from instructional coaches.
2 ★	Based on STAAR math data, only 38% of 3rd-5th grade students achieved MEETS standards.	Lack of certified math teachers' attendance in grades 3-5.

★ = Priority

School Processes & Programs

Summary

Data-Driven decisions, collaboration, and planning are the foundations leading to academic gains at Amelia. Teachers must use the researched online curriculum and learning center instructional strategies that connect all learners using multiple learning modalities.

- Amelia meets weekly for DDI/ PLC meetings, where assessment data is viewed and used to plan instruction. Analysis of student work and reflection of practices with the team assist in creating an optimal learning experience for staff, leading to best practices for our scholars.
- Foundations Committee will meet monthly to address celebrations and concerns that impact student behavior and performance.
- SEL was implemented last school year, and opportunities have been provided for STAFF and students to focus on self-care. A self-care quiet place for staff will be implemented 2023-2024.
- Teachers are recruited and placed on a TEAM with TEAM leaders. The TEAM leader attends Team leader meetings and disseminates the information to their TEAMS. TEAMS are set with a family-type feeling so that a culture of trust is built and infiltrates the entire building. It also allows teacher leaders to learn, grow, blossom, and excel.
- Good behavior incentives and stickers are given to students who are caught making good choices and have outstanding behavior the entire week. They are allowed to select their reward.
- The Culture and Climate committee is another way to provide an opportunity for feedback and ideas that will enhance the climate and culture of the building.
- Surveys will be sent quarterly to receive and implement teacher ideas and address teacher concerns. It is another opportunity to enhance the climate and culture of the building.
- Accelerated Reading is a computer-based program offered through Renaissance learning to help enhance our student's vocabulary, reading comprehension, and vocabulary.
- Education Galaxy and Stemsopes are online programs that assist our students in closing learning gaps.
- The University Interscholastic League (UIL) offers a comprehensive literacy and competitive program. The activities are designed to motivate scholars as they acquire higher levels of knowledge and provide scholars the opportunity to demonstrate mastery of targeted skills.
- Small group intervention is one on one or small group instruction which targets and focuses on high-priority reading and math skills. Teachers provided one on one feedback as well as a specific instructional plan for each child.

Strengths

- Foundations Committee will provide feedback using data to recommend the implementation of building-wide initiatives.
- Weekly DDI/ PLC meetings to monitor and adjust instruction based on end-of-week assessment data
- Weekly Faculty Meetings to enhance communication and upcoming events/ testing/ District due dates
- Weekly Leadership meetings for planning and enhancing communication as well as climate and culture
- Administrative check-ins each day @ 7:30 for planning, communication, and review of the day, as well as enhancement of climate and culture
- Students' rewards for positive behaviors and acts of kindness
- TEAM leader Bi-Weekly Meetings to enhance communication, to receive feedback, ideas, suggestions, and teacher buy-in, as well as to enhance campus climate and culture
- Nine weeks Awards Celebration for student progress in multiple areas
- Daily Small Group Intervention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Based on ILT walkthroughs, instructional strategies such as academically monitoring, and small group instruction are not being practiced with fidelity.

Lack of adequate planning/ time management by teachers, ILT, and admin.

 = Priority

Perceptions

Summary

Amelia's leadership Team consists of the Principal, Assistant Principal, Instructional Coach, Reading Coach, and Counselor. The instructional Coach offers instructional/curricular/ assessment support to administrators, leadership teams, and teachers. The Reading Coach works to enhance student literacy skills and provides staff development focusing on literacy. The Assistant Principal and Behavior Interventionist provides training and assistance in proactive and positive approaches to classroom management. The Assistant Principal and behavioral interventionist provide school-wide intervention strategies to assist with student academic success. The counselor provides support and counseling, and SEL to emotionally and behaviorally struggling students. The Parent Involvement Coordinator plans activities to support parents' involvement in the school-home partnership/ relationship. Amelia has one Dyslexia Interventionist, thirty-four classroom teachers, Three SPED teachers, and twelve instructional aides. We have a music/art teacher, a PE coach, a PIEMS clerk, a para-librarian, a nurse, a Secretary, and four custodians.

Listed below are activities, programs, and organizations that support student academic growth and development:

- Roar Reading Program
- After School Tutorials
- Red Ribbon Week
- School Choir
- Basketball Team
- Cheerleading squad
- 4545 Tutoring
- Daily scheduled intervention time for each grade level/ subject area
- Student Council
- Parent Newsletter/ Parent Involvement Liasion
- PAC TEAM: lead by Parent Involvement liaison
- PTA- Parent-elected participants and officers.
- The Nest (STEM)

Strengths

Amelia Elementary has created a climate and culture that is conducive to an environment of teaching and learning. The leadership team and staff understand their roles and responsibilities. Administrators, leadership team, stakeholders, teachers, parents, and students all play an active role in student accountability and how it impacts student growth and student success.

Leadership Team strength:

- guiding coalition
- provides staff development for staff
- Blackboard connect to communicate with parents
- Parent Newsletter
- Staff Newsletter
- DDI Implementation/ monitoring
- Guidance of PLC/s

Staff Strength:

- Collaboration and planning in PLC's
- Lesson Planning
- implementation of data-driven instruction
- Google Classroom
- Remind
- Class Dojo
- Weekly Planning

Parents and Community Leaders:

- PTA
- Community Partnerships
- Community Volunteers
- ROAR
- The NEST
- Foster Grandparents
- Support from community churches

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

Parent involvement has decreased on Amelia's Campus

Parents and community members are not provided enough opportunities to engage with the school.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Based on STAAR math data, only 38% of 3rd-5th grade students achieved MEETS standards.

Lack of certified math teachers' attendance in grades 3-5.

2
★

Based on 2022 STAAR reading data, in grades 3-5 65% of students achieved MEETS standards.

More guidance is needed from instructional coaches.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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



Goals

Goal 1

Goal 1: The percentage 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 High Priority HB3 Goal

Performance Objective 1: By June 2026, 3rd-grade students will increase reading from 38% to 55% on meets with STAAR

Evaluation Data Source: STAAR Data, District Benchmarks, Weekly Assessments

Strategy 1

After the post-assessment, reteach will be offered to students who did not master the TEKS.

Strategy's Expected Result/Impact: Student mastery or student makes gains

Staff Responsible for Monitoring: Principal, AP, IC, reading and math coaches, and teachers.

Funding Sources: Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2

Small group instruction will be utilized to assist with differentiated instruction.

Strategy's Expected Result/Impact: Student mastery or student makes gains

Staff Responsible for Monitoring: Teachers on the team, Prin, AP, IC, reading, and math coaches.

Funding Sources: Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 3

The student will be paired with the teacher and the teacher will receive PD sessions on differentiated instruction and additional strategies.

Strategy's Expected Result/Impact: Student master or student makes gains

Staff Responsible for Monitoring: Teachers on the team, Prin, AP, IC, reading, and math coaches.

Funding Sources: Title I, Part A,

Formative Reviews

November

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Performance Objective 2 High Priority HB3 Goal

Performance Objective 2: Pre-K students meeting grade-level criteria on the CLI Engage assessment in Reading will increase from 55% to 80% by June 2026.

Evaluation Data Source: CLI engage, M-Class, Amplify,

Strategy 1

We will utilize the dedicated paraprofessional at PK to ensure small group instruction occurs daily.

Strategy's Expected Result/Impact: Increase scores on CIRCLE

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 3 High Priority HB3 Goal

Performance Objective 3: The percentage of K students meeting grade-level criteria on the M-Class assessment in Reading will increase from 18% to 55% by June 2026.

Strategy 1

We will place tutors in Kindergarten classrooms through Title funding to facilitate small group instruction.

Strategy's Expected Result/Impact: Increase scores on M-Class

Staff Responsible for Monitoring: Reading and Instructional Coaches

Funding Sources: Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 4 High Priority HB3 Goal

The percentage of first-grade students meeting grade-level criteria on the M-class assessment will increase from 34% to 55 % by June 2026.

Evaluation Data Source: M-Class, District Assessments

Strategy 1

We will utilize our tutors/paraprofessionals to facilitate small group instruction.

Strategy's Expected Result/Impact: Increase M-Class scores

Staff Responsible for Monitoring: Reading Coach and Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 5 High Priority HB3 Goal

The percentage of second-grade students meeting grade-level criteria on the mCLASS assessment will increase from 28% to 55% by June 2026.

Strategy 1

We will utilize ROAR to assist our low performing students with fluency.

Strategy's Expected Result/Impact: Increase mCLASS scores

Staff Responsible for Monitoring: Instructional and Reading Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

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June

Goal 2

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 High Priority HB3 Goal

Performance Objective 1: The percentage of PREK students meeting grade-level criteria on the CIRCLE assessment in math will increase from 81% to 85% by June 2030.

Evaluation Data Source: State Assessments, District Assessments, Teacher Assessments

Strategy 1

We will utilize our teacher assistant (paraprofessional) to implement small group instruction.

Strategy's Expected Result/Impact: Increase CIRCLE scores

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

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June

Performance Objective 2 High Priority HB3 Goal

Performance Objective 2: The percentage of Kindergarten students meeting grade-level criteria on the district Math assessment will increase from 25% to 50% by June 2026.

Evaluation Data Source: M-Class, District assessments

Strategy 1

We will utilize our tutors and teacher assistant to ensure students have small group instruction. Teacher assistant will flip with PK.

Strategy's Expected Result/Impact: Increase Math 9 week assessment scores

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 3 High Priority HB3 Goal

Performance Objective 3: The percentage of 1st-grade students meeting grade-level criteria on the district Math assessment will increase from 34% to 50% by June 2026.

Evaluation Data Source: Bluebonnet, District Assessments

Strategy 1

We will utilize additional tutors to ensure that small group instruction takes place. Math manipulatives will be utilized with fidelity.

Strategy's Expected Result/Impact: Increase Math 9 week assessment scores.

Staff Responsible for Monitoring: Math Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 4 High Priority HB3 Goal

The percentage of 2nd-grade students meeting grade-level criteria on the district Math assessment will increase from 20% to 50% by May 2025.

Evaluation Data Source: STEMScope, District Assessments

Strategy 1

We will utilize additional tutors to ensure that small group instruction takes place. Math manipulatives will be utilized with fidelity.

Strategy's Expected Result/Impact: Increase Math 9 week assessments

Staff Responsible for Monitoring: Math Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 5 High Priority HB3 Goal

By May of 2025, 3rd-grade math students will increase from 26% to 52% at meets on STAAR

Evaluation Data Source: District Benchmarks
STAAR Data

Strategy 1

We will utilize additional tutors to ensure that small group instruction takes place. Math manipulatives will be utilized with fidelity.

Strategy's Expected Result/Impact: Increase STAAR scores

Staff Responsible for Monitoring: Math Coach

Funding Sources: Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Goal 3

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

Performance Objective 1

Performance Objective 1: The CCMR department will provide the campus with at least one CCMR 'roadshow' for the 2025 - 2026 school year.

Evaluation Data Source: Campus calendar

Strategy 1

Students will participate in various activities/ stations provided by CCMR.

Strategy's Expected Result/Impact: Increased student knowledge/awareness of career opportunities.

Staff Responsible for Monitoring: Campus administration

Formative Reviews

November

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March

June

Goal 4

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 High Priority HB3 Goal

Performance Objective 1: Amelia will increase the number of parent educational activities from 1 to 2 per semester by June 2026.

Evaluation Data Source: District Survey
Campus Survey

Strategy 1

Parent & Family Engagement Liaison will work with our campus Instructional Coach to prepare educational activities for parents and family.

Strategy's Expected Result/Impact: Increase number of parent educational activities.

Staff Responsible for Monitoring: Parent & Family Engagement Liaison

Funding Sources: Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority HB3 Goal

Performance Objective 2: By June 2026, Amelia will increase student attendance from 93% to 95%.

Evaluation Data Source: PEIMS

Performance Objective 3 High Priority HB3 Goal

Performance Objective 3: By June 2026, Amelia will experience a 10% decrease in level 3 offense referrals (fighting, profanity, etc.).

Evaluation Data Source: PEIMS
Referrals
TEAMS Data

Goal 5

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 HB3 Goal

Performance Objective 1: Grades 3-5 will increase the number of students at meets in STAAR Reading from 30% to 55% by June 2026.

Evaluation Data Source: STAAR data
STAAR 360
Assessment data

Strategy 1

Focus on use of small groups with fidelity in all grades.

Strategy's Expected Result/Impact: Increase our meets on STAAR Reading

Staff Responsible for Monitoring: Campus Administrative team

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority HB3 Goal

Performance Objective 2: Grades 3-5 will increase the number of students at meets in STAAR Math from 26% to 52% by June 2026.

Evaluation Data Source: STAAR data
STAAR 360
Assessment data

Strategy 1

Focus on use of small groups with fidelity in all grades.

Strategy's Expected Result/Impact: Increase STAAR Math scores

Staff Responsible for Monitoring: Campus Administrative Team

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 3 High Priority HB3 Goal

Performance Objective 3: Grade 5 will increase the number of students at meets in STAAR Science from 6% to 30% by June 2026.

Evaluation Data Source: STAAR Data
Assessment Data

Goal 6

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 High Priority HB3 Goal

BISD will increase the effectiveness of tier one instruction during the reading instructional block.

Evaluation Data Source: Walkthrough data, informal observations and surveys, time-stamped instructional blocks clearly showing allocation of time/pacing to each component, screening data

Performance Objective 2 High Priority HB3 Goal

By June 2026, all K-5 teachers will utilize district resources to deliver tiered instruction in RLA with fidelity.

Evaluation Data Source: Lesson internalization documents, formative and summative tests, and walkthrough data.

Performance Objective 3 High Priority HB3 Goal

Throughout the 2025-2026 school year, BISD will strengthen efficacy and capacity in RLA content and pedagogy for all K-5 RLA teachers.

Evaluation Data Source: Assessment data, lesson internalization documents, training records, and walkthrough data.

Goal 7

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 **High Priority** **HB3 Goal**

BISD will increase the effectiveness of tier one instruction during the math instructional block.

Evaluation Data Source: Walkthrough data, informal observation and surveys.

Performance Objective 2 **High Priority** **HB3 Goal**

By June 2026, all K-5 teachers will utilize district resources to deliver tiered instruction in Math.

Evaluation Data Source: Lesson internalization, formative and summative assessments, and walkthrough data.

Performance Objective 3

Throughout the 2025-2026 school year, BISD will strengthen efficacy and capacity in mathematical content and pedagogy for all K-5 math teachers.

Goal 8

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

Performance Objective 1 High Priority HB3 Goal

The percent of CCMR students who meet TSI criteria for Math and English Language Arts on SAT, ACT, or TSIA2 will increase from 20% to 45% by August 2030.

Evaluation Data Source: Testing score reports, College Bridge Reports, Assessment/Pacing Calendars

Performance Objective 2 High Priority HB3 Goal

The percentage of students who earn college hours through dual credit will increase from 11% to 28% by August 2030.

Evaluation Data Source: Dual credit reports, enrollments and score reports

Performance Objective 3 High Priority HB3 Goal

The percent of students who earn an industry-based certification will increase from 23% to 43% by August 2030.

Evaluation Data Source: IBC Reports

Performance Objective 4

The percent of annual graduates who earn a 3 or better on any AP exam will increase from 7% to 15% by August 2030.

Evaluation Data Source: AP Exam reports

Goal 9

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 High Priority HB3 Goal

By 2030, discipline referrals will decrease by 15%.

Evaluation Data Source: Discipline Data

Performance Objective 2 High Priority HB3 Goal

The number of students who feel safe in school will increase from 74% to 85% by 2030.

Evaluation Data Source: Survey

Performance Objective 3 High Priority HB3 Goal

The number of students who report being supported by a trusted adult at school will increase from 83% to 90% by 2030.

Evaluation Data Source: Surveys

Performance Objective 4 High Priority HB3 Goal

The number of students who report being able to self-regulate will increase from 44% to 70% by 2030.

Evaluation Data Source: Survey

Performance Objective 5 High Priority HB3 Goal

By 2030, 85% of community members and parents will recommend BISD to a family member or friend.

Evaluation Data Source: Vision Week Survey

Performance Objective 6 High Priority

By 2030, 90% of TEA safety mandates will be implemented.

Evaluation Data Source: Safety implementation plan

Goal 10

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

Performance Objective 1

BISD will increase the efficacy of quality tier one instruction in all classrooms by 10% during the 2025 - 2026 school year.

Evaluation Data Source: Walkthrough data and formative and summative assessments

Performance Objective 2

By June of 2025, BISD will decrease the number of students who do not meet standard on STAAR assessments by 10%.

Performance Objective 3

Initiatives will be implemented by June 2025, on 100% of all campuses to support a culture and climate aligning with BISD's core beliefs.

Performance Objective 4

Throughout the 2024-2025 school year, 100% of campuses will implement systems that address the needs of the whole child to enable students to learn, develop and reach their potential.

Performance Objective 5

BISD will continue and expand the implementation of measures on all campuses by June of 2025 that enables special populations to meet or exceed state targets.

Performance Objective 6

BISD will utilize strategic staffing models and retention efforts to support effective instruction and campus needs.

Evaluation Data Source: Walkthrough data and staffing reports.



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