

**Beaumont Independent  
School District**

**Beaumont United**

**2025-2026  
Campus  
Improvement Plan**



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# Comprehensive Needs Assessment

# Demographics

## Summary

The student demographics of Beaumont United High School reflect the ethnic composition of the North End, South End, Pear Orchard, South Park, and Old Town communities from which the district draws its populations. The student body is comprised of approximately 2131 students; 65.70% are African American, 30.55% are Hispanic, 2.30% are White, 0.38% are Asian, 0.23% are American Indian and 0.75% are of Two or More races. Students identified as Economically Disadvantaged consists of 85.83% of the student population.

Beaumont United High School offers instructional programs designed to meet the individual needs of the student demographic population. The regular education program is the largest instructional program, which includes ESL, Gifted and Talented, Career and Technical Education, Pre-AP, AP, and Dual Credit. Our robust Career and Technical Education provides a wide range of learning experiences spanning different career fields from skilled trades such as Plant Science, Animal Science, Digital Communications, Design & Multimedia arts, Business Management, Entrepreneurship, Teaching and Training, Health Diagnostics, Culinary Arts, Cosmetology and Personal Care Services, Network Systems, Welding, and Engineering. After up to two years of prerequisite courses, students study at the districts' Taylor Career Center where they receive theory and hands on training. All students attending the Taylor Career Center are dually-enrolled at the Taylor Career Center earning college credit in partnership with Lamar Institute of Technology (LIT). Upon high school graduation, these students will also earn post-secondary certifications equipping them with the credentials needed to enter the workforce if they choose.

The Special Education program strives to provide students with disabilities a quality education that is appropriate to meet their individual educational needs. Our special education staff collaborates with the district, home, and community to work towards achieving excellence for each special education student. We offer inclusion, applied core classes, academics for life, a behavior transition unit for emotionally disturbed students, a structured learning classroom for autistic students, vocational training, and an adult transition program.

We also offer a Magnet program consisting of two specialized areas of study: Dance and Gymnastics which includes our competitive dance company and competitive gymnastic teams. Students from the entire school district are eligible to apply for admission to the Beaumont United High School Magnet Program. Students may gain entry into the Magnet Program by application. To remain in the Magnet Program, students must maintain the academic and disciplinary expectations specified for each program. If magnet students fail to maintain expectations, they will be placed on probation or removed from the Magnet Program resulting in returning to his/her home campus.

## Strengths

- Beaumont United High School offers instructional programs designed to meet the individual needs of the students on campus such as Rtl (Response to Intervention), ESOL (English for Speakers of Other Languages) foundations courses, as well as tutorials and preparatory enrichment courses.
- The diversity of the campus population is represented throughout multiple student organizations.
- Our special programs align with the needs and desires of our students, parents and community.
- Our stakeholders are included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan.
- Our special programs align with the needs and desires of our students, parents and community. Our they align with the philosophy and beliefs of our teachers and administrators?

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1

The campus Average Daily Attendance is 82%, 13% lower than the district targeted 95%.

The attendance time for ADA is an hour and fifteen minutes after the start of the first class period in which students are tardy to school. Although we experienced a small increase in attendance from the previous year, some students are tardy beyond the ADA time and others are absent for various reasons which ultimately affects our ADA.

 = Priority

# Student Learning

## Summary

Beaumont United High School follows the district mandated curriculum for instruction and assessment. Instructional programs are designed to meet the individual needs of the students.

There is a need to provide extended day programs, Saturday enrichment academies and interventions to achieve student progress in the areas below. Although performance data uses growth from the previous school year, there is a need for professional development in all content areas to develop teacher capacity with instructional delivery.

In addition, there is a need to recruit and retain highly qualified/certified teachers in all subject areas.

All data referenced is in the addendum area of the plan.

### Algebra I – 2022 - December RE-TESTERS

<b>ALL STUDENTS - Algebra I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	18%	0%	0%

<b>EB - Algebra I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	13%	0%	0%

<b>SPED - Algebra I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	15%	0%	0%

### Biology – 2022 - December RE-TESTERS

<b>ALL STUDENTS - Biology</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	24%	3%	0%

<b>EB - Biology</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	4%	0%	0%

<b>SPED - Biology</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	10%	0%	0%

**English I – 2022 - December RE-TESTERS**

<b>All Students English I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	13%	4%	0%

<b>EB - English I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	9%	7%	0%

<b>SPED - English I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	0%	0%	0%

**English II – 2022 - December RE-TESTERS**

<b>ALL STUDENTS - English II</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	11%	2%	0% -

<b>EB - English II</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	7%	2%	0%

<b>SPED - English II</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	9%	0%	0%

**US History –2022 - December RE-TESTERS (Virtual/Face - to - Face Learners)**

<b>ALL STUDENTS - US History</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
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Beaumont United HS	24%	0%	0%
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EB - US History	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	13%	3%	0%

SPED - US History	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	7%	0%	0%

### Algebra I – 2022 Spring Test

ALL STUDENTS - Algebra I	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	33.10%	8.10%	3.48%

EB - Algebra I	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	24.47%	3.19%	0%

SPED - Algebra I	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	16.28%	6.98%	2.33%

### Biology – 2022 Spring Test

ALL STUDENTS - Biology	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	63.08%	25.70%	3.97%

LEP - Biology	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	51.43%	7.14%	0%

SPED - Biology	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	37.84%	8.11%	0%

## English I – 2022 Spring Test

<b>All Students - English I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	39.33%	18.99%	1.01%

<b>EB - English I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	21.11%	10%	0%

<b>SPED - English I</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	19.15%	4.26%	0%

## English II – 2022 Spring Test

<b>ALL STUDENTS - English II</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	48.84%	30.02%	1.27%

<b>EB - English II</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	35.37%	10.98%	0%

<b>SPED - English II</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	5.26%	2.63%	0%

## US History – 2022 Spring Test

<b>ALL STUDENTS - US History</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	60.19%	27.4%	12.88%

<b>EB - US History</b>	<b>APPROACHES GRADE LEVEL</b>	<b>MEETS GRADE LEVEL</b>	<b>MASTERS GRADE LEVEL</b>
Beaumont United HS	38.36	10.96%	4.11%

SPED - US History	APPROACHES GRADE LEVEL	MEETS GRADE LEVEL	MASTERS GRADE LEVEL
Beaumont United HS	36.36%	9.09%	2.27%

## Strengths

- Unit Assessments
- Disaggregated data from state and district assessment
- Staff Development Presentations
- Content PLC Weekly Meetings
- Campus Based Professional Development
- Data-Driven Campus
- District provided curriculum aligned to state standards
- Departmental Campus with common prep periods
- Dual credit

# Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<p><b>1</b> ★</p> <p>Students at Beaumont United are under-performing the State at the meets level on the 2023 STAAR EOC standards by 30% on English I, 27% English II, 34% Algebra, 32% Biology, and 44% US History.</p>	<p>Lack of effective instructional interventions and certified personnel; This is coupled with student learning gaps. Also, lessons lack rigor and extensions to provide higher order thinking and learning.</p>
<p><b>2</b> ★</p> <p>There is an average 25% gap in student achievement at the approaches level on the 2023 STAAR EOC assessments between Special Education and overall student performance.</p>	<p>Lack of effective instructional interventions and certified personnel; Lack of instructional interventions to close the learning gap and implementation of supplemental aids.</p>

★ = Priority

# School Processes & Programs

## Summary

It is the goal to recruit and retain fully certified staff for the purpose of establishing a consistent learning environment for the students. Our Associate Principal of Curriculum and Instruction consistently reviews the districts hiring platform in search of highly qualified staff that would be a good fit for Beaumont United High School. Additionally, we participate in district, university, and community job fairs in search of highly qualified staff.

The Foundations team coupled with campus administrators will continue to develop strategies and procedures to promote a safe and organized campus. Activities for staff and students will be implemented throughout the year reinforcing campus safety. Professional development opportunities will be provided for the Foundations Team and the entire staff as needed.

Technology:

It is the goal of Beaumont United High School to meet the needs of our students in the the 21st century. The campus has two computer labs, one Edgenuity lab, one Library computer lab and technology teachers that use technology daily to provide instruction and enrichment. We also have nine chrome carts for classroom instruction and assessments as well as 700 chrome books and wifis that are available for parents to checkout. The current technology does not support the enrollment of Beaumont United High School; however, the district has a 1-to-1 goal that would support the enrollment.

## Strengths

- At least 1 veteran teacher in each department
- Department Head Meetings
- Bi-monthly departmental meetings
- Monthly Staff Meetings
- PLC meetings to support instruction
- Campus and District-based staff development
- Staff bulletin (weekly expectations) emailed weekly from principal
- Immediate feedback through Eduphoria-Whetstone from class walk throughs
- Teacher access to open computer labs
- District Teacher Mentor
- Student Discipline: There is a unified campus-wide plan which minimizes confusion and allows for the smooth and consistent treatment of behavior infractions. This plan allows teachers and staff to feel confident and assured that behavior interventions are taking place.
- Recruitment: Annual campus orientation for new teachers
- Incentive: Afternoon tutorial pay encourages teachers to provide remedial services to students, and compensates them for their extra hours.
- Retention: Staff Handbook provides operating procedures for the campus.
- School committees and decision making bodies; such as CEIC and Department Heads for each subject group
- Tutorial program, Edgenuity, Study Island
- School and Campus Expectations
- CEIC and Department Heads are utilized to voice staff concerns and shape the decision-making process
- Strategically devised master schedule to meet the needs of programs and students
- College, Career and Military Readiness Coordinator to assist students, staff, and counselors in post-secondary educational needs.

Technology:

- Access to computer labs, SMART Boards, Elmos

- Media Technology Magnet component provides opportunities to attain specialized technology needs
- Video Production/Broadcasting Program
- Hardware, software, and recording studio available to operate Audio Production
- Performing Arts Center equipped with lighting and audio technology
- Marquee for communication purposes
- Mac Computer lab for video editing and production
- Sound/lighting board, teleprompters, high definition cameras, green screen, and video mixer in video production
- HP blueprinting printer and special color printer for Architecture and Design Class
- Capable and highly qualified technology staff

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Department chair meetings did not meet on a regular basis. The team met about twice a semester as opposed to once a month.	Additional duties due to blended learning needs and responsibilities appear overwhelming to teachers. The time constraints to hold these meetings and participate in PLCs appeared demanding especially for inexperienced teachers.
2 ★	The follow-through with roles and responsibilities across the campus is inconsistent.	Limited levels of accountability, administrator monitoring, and coaching.
3	Foundation Team Planning took place at the beginning of the school year netting the school's 90 day plan.	Some phases of the 90 day plan was not acted upon as originally planned.

★ = Priority

# Perceptions

## Summary

Beaumont United High School is a multicultural learning community promoting an intriguing school culture and climate that cultivates family and community engagement as we educate high school students. Our stakeholders play vital roles in embracing our vision and mission promoting a safe and orderly learning environment resulting in success for all learners. We strive to build a strong sense of school and community pride and create well-rounded high school experiences in an effort to produce knowledgeable thriving adults that are able to contribute globally. Stakeholders are dedicated to providing quality educational experiences for all learners on campus and in the community through forged relationships with parents and community partnerships. We strive to incorporate family and community involvement in all aspects of our campus environment with a collaborative holistic mentality coupled with a willingness to serve our students academically, athletically, and with extra-curricular organizations activities.

It is the objective of Beaumont United High School to present a professional and organized system of operations. The students and staff are aligned with the vision and mission and play a collective and vital role in the daily climate and culture of the school. Beaumont United High School promotes a positive culture and a safe and orderly learning climate; thus, promoting an environment conducive to learning for all students. It is our goal to build a strong sense of school pride that will last a lifetime.

Beaumont United High School is dedicated to providing a quality education for every student in our school through ongoing partnerships with parents and community members. We strive to have family and community involvement in all aspects of the campus environment. This includes, but is not limited to educational programs, athletic events, fine art performances, and any other community/campus opportunities.

## Strengths

### Perceptual Strengths

- Passionate and motivated teachers and staff
- Engaging & philanthropic Business Partners
- Various school and community involvement opportunities during and beyond the school day
- Diverse Clubs and organizations
- Athletic opportunities
- Social media presence
- Academic enrichment {UIL, advanced placement, dual credit}
- Academic intervention {tutorials, Super Saturday}
- CCMR opportunities {on/off-campus visits, spirit days, classroom visits, newsletter, remind app, weekly lessons}
- Magnet Programs {dance, gymnastics}
- Inclusiveness in co-curricular and extracurricular activities
- Updated/Expanded Facilities {library, cafeteria, classrooms}
- Implementation of a Campus Restorative Discipline program
- Behavior Interventionist implements transition plans and goal setting

- Successful morning Entry Plan using EVOLV System
- Mentor teacher and administrator for those new to the campus and profession
- Systems implemented to document parent contact for habitual absences
- Parent Facilitator and Attendance Interventionist conducts home visits to address absenteeism
- Parent/guardians attendance at academic school-related events

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	40% percent of discipline referrals are relating to student tardies and vaping.	Lack of effective interventions for vaping; Student being late to school specifically at 1st period is an area of concern.
2	There is a disproportionate number of parent/guardians attendance at school related events designed to inform and collaborate to increase academic success.	Lack of interest and expectation in academic success vs athletic and extracurricular events.

★ = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

Students at Beaumont United are under-performing the State at the meets level on the 2023 STAAR EOC standards by 30% on English I, 27% English II, 34% Algebra, 32% Biology, and 44% US History.

Lack of effective instructional interventions and certified personnel; This is coupled with student learning gaps. Also, lessons lack rigor and extensions to provide higher order thinking and learning.

2  
★

The follow-through with roles and responsibilities across the campus is inconsistent.

Limited levels of accountability, administrator monitoring, and coaching.

3  
★

There is an average 25% gap in student achievement at the approaches level on the 2023 STAAR EOC assessments between Special Education and overall student performance.

Lack of effective instructional interventions and certified personnel; Lack of instructional interventions to close the learning gap and implementation of supplemental aids.

4  
★

40% percent of discipline referrals are relating to student tardies and vaping.

Lack of effective interventions for vaping; Student being late to school specifically at 1st period is an area of concern.

★ = 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 CCMR goals

## Accountability Data

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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

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



# Goals

# Goal 1

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

## Performance Objective 1 High Priority

By 2024, 50% of the students will score Meets and 20% will score Masters on the English STAAR End of Course Exam.

**Evaluation Data Source:** EOC Performance Data Table

### Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Each English department will have a Weekly Planning Meeting to review data and plan Tier 1 instruction and intervention.

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

#### Formative Reviews

November

January

March

June

# 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 High Priority

By 2024, 50% of the students will score Meets and 20% will score Masters on the STAAR End of Course Exam in Algebra I.

**Evaluation Data Source:** EOC Performance Data Table

# 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 HB3 Goal

By May 2024, of all students tested, the percentage of students who score at least 480 on Evidence - Based reading and writing on the SAT will move from 23% to 38% and from 10% to 25% scoring at least 530 on the mathematics portion of the SAT exam.

**Evaluation Data Source:** College Board

### Strategy 1

Increase rigor and improve instructional strategies among classroom educators. Lesson plans will be evaluated to assess rigor and the incorporation of higher-order thinking skills.

**Strategy's Expected Result/Impact:** Students' ability to think critically and problem solve when taking exams using higher level skills of analysis will be deepened.

**Staff Responsible for Monitoring:** Campus Administration, classroom teachers

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

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

November

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### Strategy 2

Host on-campus SAT/ACT Boot Camps that are proven to be specific and effective; and cover the cost for students to participate in the Boot Camp.

**Strategy's Expected Result/Impact:** Increase the number of students taking the SAT and ACT, increase scores on the SAT and ACT.

**Staff Responsible for Monitoring:** CCMRC, Campus Testing Coordinator, Campus administration, Teachers

**Funding Sources:** Title I, Part A, \$3,000

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

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

November

January

March

June

### Strategy 3

Offer free and accessible on-campus SAT/ACT School-Day testing annually.

**Strategy's Expected Result/Impact:** More students will have the opportunity to take the SAT/ACT.

**Staff Responsible for Monitoring:** CCMRC, campus testing coordinator, campus administration

**Funding Sources:** Title I, Part A, \$1,000

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

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### Strategy 4

Promote an interest in college life through physical and virtual college tours, celebrating College of the Week, inviting admissions recruiters to share information with students and families (campus visits, CCMR Fair)

**Strategy's Expected Result/Impact:** Increased interest in college life, increased number of completed college applications, increased number of students attending a post-secondary institution

**Staff Responsible for Monitoring:** CCMRC, campus administration

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

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

November

January

March

June

## Performance Objective 2 HB3 Goal

By May 2024, 35% of all tested students will score at least 945 on English Language Arts and Reading, 5 on the essay, and 950 on Math on the TSIA.

### Strategy 1

Host on-campus TSIA 2.0 Boot Camps that are proven to be specific and effective; and cover the cost for students to participate in the Boot Camp.

**Strategy's Expected Result/Impact:** Increased number of students taking the TSIA 2.0, increased number of students meeting the benchmark scores for TSIA 2.0

#### Formative Reviews

November

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### Strategy 2

Offer free and accessible on-campus TSIA 2.0 testing at no cost.

**Strategy's Expected Result/Impact:** Increase the number of students taking the TSIA

#### Formative Reviews

November

January

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June

### Performance Objective 3 HB3 Goal

By May 2024, we will increase from 1% to 20% of all tested students who will receive a 3 or better on all AP exams.

**Evaluation Data Source:** College Board AP Exam Score Reports

### Strategy 1

Partner with National Math and Science Initiative (NMSI) to increase enrollment into AP courses, provide online tools and resources for AP teachers and AP students, and to create a new culture that encourages the inclusion of all students in AP.

**Strategy's Expected Result/Impact:** Increase the number of students who earn a 3 or better on AP exams

**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, AP Coordinator, Campus Testing Coordinator, CCMR Coordinator, AP teachers

## Formative Reviews

November

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June

### Strategy 2

Assist with a portion of the cost of AP Exams for eligible students.

**Strategy's Expected Result/Impact:** Increase the number of students who take AP exams

**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, AP Coordinator, Campus Testing Coordinator, CCMR Coordinator

**Funding Sources:** AP exam fees SCE, \$5,000

**TEA Priorities:** Connect high school to career and college

## Formative Reviews

November

January

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June

### Strategy 3

Provide all AP teachers professional development that addresses gaps in student performance between coursework and AP exams.

**Strategy's Expected Result/Impact:** Increase student success on AP exams

## Formative Reviews

November

January

March

June

### Strategy 4

Each AP teacher will provide content and instruction that meets the rigor and standards of an AP exam.

**Strategy's Expected Result/Impact:** Increase the number of students who earn a 3 or better on the AP exam

**Staff Responsible for Monitoring:** AP Teachers

## Formative Reviews

November

January

March

June

### Strategy 5

Provide parents and students information regarding AP coursework and rigor to prepare and support students who are striving for college readiness success through parent focus meetings. Spring AP Information Night

**Strategy's Expected Result/Impact:** Increased awareness of the rigor of AP coursework, the benefits of AP coursework, and the ability to earn college credit while in high school

**Staff Responsible for Monitoring:** AP teachers, AP Coordinator, CCMR Coordinator

## Formative Reviews

November

January

March

June

### Strategy 6

Identify 8th grade students who are potential candidates for AP coursework and encourage them to sign up for advanced classes.

**Strategy's Expected Result/Impact:** Increased enrollment in advanced placement courses

**Staff Responsible for Monitoring:** High School Counselors

## Formative Reviews

November

January

March

June

### Strategy 7

Celebrate AP students through various events such as board meetings and swag items like AP t-shirts.

**Strategy's Expected Result/Impact:** Increase interest and enrollment in AP courses and success on AP exams.

**Staff Responsible for Monitoring:** Business Partners

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### Performance Objective 4 HB3 Goal

By May 2024, we will increase from 93% to 97% of students enrolled in dual credit courses that will obtain at least 9 dual-credit hours in any subject or 3 dual-credit hours in English Language Arts and Reading or Math by the conclusion of their senior year.

**Evaluation Data Source:** PEIMS Data - 43415 Course/Completion/Course Transcript Data

### Strategy 1

Increase certification and college credit attainment through collaboration with Lamar Institute of Technology and Lamar University and actively recruit all student groups.

**Strategy's Expected Result/Impact:** Certifications in dual credit courses for students, including diverse student group representation

**Staff Responsible for Monitoring:** Magnet Coordinator, assistant principals, College, Career, and Military Readiness Coordinator, and Magnet and Career and Technical Education teachers

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

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 2

Promote dual credit through English classes, grade level Google classrooms, and the Virtual College, Career, and Military Readiness Center.

**Strategy's Expected Result/Impact:** Increased interest in dual credit course enrollment.

**Staff Responsible for Monitoring:** CCMR Coordinator

**TEA Priorities:** Connect high school to career and college

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### Strategy 3

Targeted marketing to qualifying students for enrollment in dual credit courses.

**Strategy's Expected Result/Impact:** Increased enrollment in dual credit courses.

**Staff Responsible for Monitoring:** CCMR Coordinator

**TEA Priorities:** Connect high school to career and college

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### Strategy 4

Mandate attendance of the Fall or Spring Dual Credit Information Night for Fall or Spring Dual Credit Enrollment.

**Strategy's Expected Result/Impact:** Increase retention in dual credit courses

**Staff Responsible for Monitoring:** CCMR Coordinator

**TEA Priorities:** Connect high school to career and college

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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

By May 2024, there will be a 50% increase in outreach activities and collaboration with the growing Hispanic community.

**Evaluation Data Source:** Increase in the percentage of Hispanic parent participation in parental involvement activities.

### Strategy 1

Implement Hispanic Heritage Celebration Spirit Week with social media presence and participation incentives

**Strategy's Expected Result/Impact:** All students will garner an understanding of and interest in the Hispanic culture.

**Staff Responsible for Monitoring:** Activity Director, Student Council Advisors, Hispanic Council Advisors

**Funding Sources:** Incentives Activity Funds, \$100

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 2

Based on student surveys, create additional clubs / organizations as requested by Hispanic students.

**Strategy's Expected Result/Impact:** Each club will produce sign in sheets and information packets by the end of the school year reflecting participation.  
Increase student participation and increase school climate.

**Staff Responsible for Monitoring:** Student activities director, Club sponsors

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

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 3

Campus-wide club and organization fair to recruit Hispanic students.

**Strategy's Expected Result/Impact:** Increase participation numbers by 20%.

**Staff Responsible for Monitoring:** Student Activities Director, Club Sponsors

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

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 4

Provide a specific budget for previously unfunded Hispanic activities and organizations.

**Strategy's Expected Result/Impact:** Budgets provided for activities and organizations reflecting a specific amount.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 5

Participate in middle school orientation to establish relationships with students to educate them about programs and activities.

**Strategy's Expected Result/Impact:** Students will garner an understanding of and interest in the magnet program and extra-curricular opportunities at the campus.

**Staff Responsible for Monitoring:** Magnet Coordinator, Fine Arts Teachers, Extra-Curricular Sponsors, High School Counselors

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 6

Quarterly Middle School visits by extra-curricular sponsors to create and build relationships with students

**Strategy's Expected Result/Impact:** Sponsors will develop relationships with students at feeder campuses to provide information on extra-curricular programs in an effort to recruit students to attend Beaumont United High School.

**Staff Responsible for Monitoring:** Extra-Curricular Sponsors, Student Activities Director

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 7

Implement attendance incentives per grading period (i.e. awards/other incentives).

**Strategy's Expected Result/Impact:** Increased attendance to 90%.

**Staff Responsible for Monitoring:** PEIMS clerks, attendance interventionist, assistant principals

**Funding Sources:** Activity Funds, \$5,000

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 2

By spring of 2024, there will be an increased involvement among business partners and the community by 50%.

**Evaluation Data Source:** Calendar of events, sign - in sheets from events

### Strategy 1

Host CEIC quarterly meetings inviting business partners to participate.

**Strategy's Expected Result/Impact:** Agendas and minutes from meetings will reflect collaboration and input from the entire team and Campus Improvement Plan progress documented on formative assessments.

**Staff Responsible for Monitoring:** Principal, Department Heads

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning

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### Strategy 2

Share monthly calendar of events and invite business partners to attend to each event.

**Strategy's Expected Result/Impact:** Business partners will be informed of and encouraged to attend campus events

**Staff Responsible for Monitoring:** Activity Director

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 3

By March 2024, parental involvement participation will increase by 20% to improve student achievement.

**Evaluation Data Source:** Sign in sheets from Goal's Night, Parent/Teacher Conferences, Parent Teacher/ Student Association membership will demonstrate a 20% increase.

## Strategy 1

Create calendar of events and share monthly

**Strategy's Expected Result/Impact:** Parents will be aware of events and encouraged to attend

**Staff Responsible for Monitoring:** Activity Director

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 2

Host CEIC quarterly meetings inviting parents to participate.

**Strategy's Expected Result/Impact:** Parent participation will promote positive perception to the community.

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 3

Host parent appreciation event each semester

**Strategy's Expected Result/Impact:** Increase parent involvement and appreciation

**Staff Responsible for Monitoring:** Activity Director and Leadership Team

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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# Performance Objective 4

By May 2024, there will be a 10% decrease in the number of out of school suspensions at Beaumont United High School.

**Evaluation Data Source:** Discipline reports in TEAMS will reflect a decrease in out of school suspension consequences.  
PEIMS data will reflect the decrease.

## Strategy 1

Utilize the Foundations/CHAMPS Program to observe and provide feedback of occurrences in common areas and classrooms.

**Strategy's Expected Result/Impact:** Reduction in classroom and campus referrals by 10% as reflected in TEAMS reports

**Staff Responsible for Monitoring:** All Staff

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 2

Bully Awareness Campaign

**Strategy's Expected Result/Impact:** 25% Decrease in the number of bullying related incidences reported in TEAMS data.

**Staff Responsible for Monitoring:** Counselors, Student Activities Director, behavior intervention specialist

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 3

Red Ribbon Week Activities for Drug Free Awareness

**Strategy's Expected Result/Impact:** Decrease in the number of incidences regarding drug use reported in TEAMS data.

**Staff Responsible for Monitoring:** Student Activities Director, Counselors

**Funding Sources:** Student Activity Funds, \$1,100

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 4

Utilize Communities in School services

**Strategy's Expected Result/Impact:** 100% of students who are referred to CIS will improve in academics as well as behavior as indicated by progress reports, report cards, and discipline data.

**Staff Responsible for Monitoring:** CIS coordinator

**Funding Sources:** Title I, Part A, \$30,000

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 5

Conduct grade-level meetings

**Strategy's Expected Result/Impact:** 95% of students will exhibit appropriate classroom behavior in and out of the classroom as evidenced by discipline reports. Improve/impact school climate.

**Staff Responsible for Monitoring:** Assistant Principals

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 6

Mentoring/intervention program, such as Everfi, for repeat offenders.

**Strategy's Expected Result/Impact:** A 10% reduction in repeat offenders to ISS, CRD suspension and Pathways.

**Staff Responsible for Monitoring:** Assistant Principals, Behavior Intervention Specialists, counselors, CIS, ISS teachers

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 7

Enhance ISS & CRD programs with the use of restorative discipline strategies.

**Strategy's Expected Result/Impact:** 10% reduction in the number of students who are assigned as repeat offenders.

**Staff Responsible for Monitoring:** Assistant Principals, Behavior Intervention Specialists, counselors, CIS, ISS teachers

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 8

Campus staff will implement strategies from professional development on the following: discipline strategies, bullying/violence prevention, discipline flow chart, Crisis Prevention Institute training for teachers and administrators, and contacting parents. Staff will also implement strategies from Professional Development sessions such as Capturing Kids' Hearts.

**Strategy's Expected Result/Impact:** To provide a safe and secure school that is conducive to learning as well as maximize the in-class time students are receiving instruction.

**Staff Responsible for Monitoring:** Campus administrators, Department heads, District Supervisors, CIS, and parent involvement coordinator, attendance interventionist

**Funding Sources:** Title I, Part A, \$49,500

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

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## **Strategy 9**

Identify students and implement at risk program with mentoring through Communities In Schools, volunteers, and community outreach programs.

**Strategy's Expected Result/Impact:** Positive changes in student behavior.

**Staff Responsible for Monitoring:** Communities In Schools Coordinator, parent coordinator, principal, assistant principal.

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## **Strategy 10**

The Communities In Schools sponsored Liscenced Professional Counselor will be utilized to provide counseling services to approved students in need.

**Strategy's Expected Result/Impact:** Student social emotional and mental health will be addressed and improved.

**Staff Responsible for Monitoring:** Communities In Schools, assistant principals, counselors

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 11

Saturday School with the use of restorative discipline strategies.

**Strategy's Expected Result/Impact:** Utilize restorative discipline strategies to reduce repeat offenders by 10%.

**Staff Responsible for Monitoring:** Behavior Interventionist, grade level assistant principals

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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## Strategy 12

Utilize RESET class to discuss student code of conduct expectations and consequences as a preventive method improving behavior that would result in suspension

**Strategy's Expected Result/Impact:** Utilize restorative discipline strategies to reduce repeat offenders by 10%.

**Staff Responsible for Monitoring:** Behavior Interventionist, grade level assistant principals

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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# 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 2024, 100% of all staff will have an opportunity to collaborate on campus-wide decisions.

**Evaluation Data Source:** Agendas and minutes from meetings will reflect discussion items.

### Strategy 1

Monthly department head meetings.

**Strategy's Expected Result/Impact:** Sign in sheets and agendas will reflect participation.

**Staff Responsible for Monitoring:** Principal, Department heads

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

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 2

Monthly Faculty Meetings

**Strategy's Expected Result/Impact:** Agendas from meetings will reflect a time for collaboration and input from the staff.

**Staff Responsible for Monitoring:** Administrative staff, department heads

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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### Strategy 3

Weekly EOC tested subject PLC meetings

**Strategy's Expected Result/Impact:** Agendas from meetings will reflect a time for collaboration and input from the staff.

**Staff Responsible for Monitoring:** Associate Principal of Curriculum & Instruction and Content AP

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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## Performance Objective 2

By May 2024, student and staff attendance will have reached at least 90% each nine weeks period.

**Evaluation Data Source:** TEAMS reporting data

### Strategy 1

The attendance interventionist will review student attendance data weekly, and develop a plan to check - in with targeted students daily.

**Strategy's Expected Result/Impact:** Increased student attendance resulting in improved academic performance.

**Staff Responsible for Monitoring:** Attendance interventionist, attendance review committee

**Funding Sources:** Title I, Part A, \$300

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 2

The attendance interventionist, PEIMS clerks, and student principal advisory committee will meet bi monthly to devise incentive plans.

**Strategy's Expected Result/Impact:** Increased student attendance resulting in increased academic performance.

**Staff Responsible for Monitoring:** Associate principal of daily operations, attendance review committee

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### **Strategy 3**

The school climate and culture committee will devise a plan to celebrate staff with ideal attendance rates. Information will be gathered via a survey from the staff regarding desired staff stimulants.

**Strategy's Expected Result/Impact:** Increased staff attendance resulting in academic gains

**Staff Responsible for Monitoring:** Chair of the School Climate and Culture Committee

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### **Strategy 4**

Collaboration with students, parents, counselors, Communities in Schools (CIS) Coordinator and campus administrators to reinforce state and district attendance requirements and identify solutions to improve barriers negatively impacting attendance.

**Strategy's Expected Result/Impact:** To increase student attendance and the overall campus attendance to at least 90%

**Staff Responsible for Monitoring:** assistant principals, Communities in Schools Coordinator, Attendance Interventionist, and grade - level counselors

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Performance Objective 3

By December 2023, 95% of campus teaching positions will be filled by certified staff.

**Evaluation Data Source:** Master schedule, HR staffing report

#### Strategy 1

Actively recruit aspiring teachers from local university and teacher preparation programs

**Strategy's Expected Result/Impact:** Beaumont United High School will be 95% staffed by certified teachers

**Staff Responsible for Monitoring:** principal, assistant principals, HR

**TEA Priorities:** Recruit, support, retain teachers and principals

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

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#### Strategy 2

Provide targeted staff development on campus.

**Strategy's Expected Result/Impact:** Enhanced teacher effectiveness

**Staff Responsible for Monitoring:** principal, assistant principal, interventionist/RTI Coordinator, department heads, and district supervisors

**TEA Priorities:** Recruit, support, retain teachers and principals

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### Performance Objective 4

By May 2024, 100% of all effective teachers on campus will have been retained for the 2024-2025 school year.

**Evaluation Data Source:** HR Staffing Report, Master Schedule

#### Strategy 1

Create a mentor program for new teachers

**Strategy's Expected Result/Impact:** Sign - In sheets from mentor meetings reflecting new and veteran teacher participation, and walk - through data will show an increase in capacity and improved performance of new teachers.

**Staff Responsible for Monitoring:** department heads, assistant principals

**Funding Sources:** SCE, \$5,000

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

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

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## Strategy 2

Embellish teachers often with weekly positive feedback and monthly recognition

**Strategy's Expected Result/Impact:** Teachers will feel supported and appreciated encouraged to remain at BU

**Staff Responsible for Monitoring:** Leadership Team

**TEA Priorities:** Recruit, support, retain teachers and principals

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## Performance Objective 5 High Priority HB3 Goal

By July of 2024, student performance in Domain I of the state accountability will move from a component score of 22 to 32, Domain 2B will move from a component score of 25 to 32, and Domain 3 will increase from 4 targets met to 5 targets met.

**Evaluation Data Source:** Spring 2021 and Spring 2022 EOC Results

## Strategy 1 Results Driven Accountability

After - school and In - School Tutorials, along with Saturday EOC tutorials

**Strategy's Expected Result/Impact:** 2021 - 2022 STAAR End - of - Course performance, progress reports and nine - week failure reports will reflect improved academic performance

**Staff Responsible for Monitoring:** Interventionist/Response to Intervention Coordinator; department assistant principal, department chair, principal, curriculum and instruction associate principal

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 2

There will be in-School remediation by STAAR tutor(s) and interventionist.

**Strategy's Expected Result/Impact:** STAAR EOC results will reflect 70% of students meeting proficiency standards.

**Staff Responsible for Monitoring:** Interventionist/RTI Coordinator, principal, assistant principals of over math

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

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## Strategy 3

Monitor SPED students' academic performance in Applied EOC courses

**Strategy's Expected Result/Impact:** STAAR results will reflect a 50% increase in progress by all Special Education students

**Staff Responsible for Monitoring:** Campus SPED department, assistant principal responsible for SPED

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

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 4

Strategic use of the Math Models course to provide intentional review and preparation to include workbooks, resources and technology necessary to implement instruction

**Strategy's Expected Result/Impact:** 50% proficiency on December STAAR EOC administration for re-testers

**Staff Responsible for Monitoring:** Interventionist/RTI Coordinator, assistant principals responsible for math

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

**ESF Levers:** Lever 5: Effective Instruction

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### Strategy 5

Create an incentive plan for students based on academic achievement

**Strategy's Expected Result/Impact:** Improved student academic success as evidence by a decrease in the failure rate and the decrease in discipline referrals

**Staff Responsible for Monitoring:** Incentive Committee, student activities director, book keeper

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

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### Strategy 6

Ensure that each department is equipped with supplies and technology necessary for student success.

**Strategy's Expected Result/Impact:** Teachers will successfully integrate technology platforms such as IXL, Edpuzzle, Education Galaxy and Brain POP to support and enhance instruction and student content mastery and students will successfully use devices to extend their learning.

**Staff Responsible for Monitoring:** department heads, campus administration, technology liaison

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## Strategy 7

Develop the position of Campus At - Risk Coordinator to established the facilitation support for programs and services conducive to all students achieving their individual potential, academically, socially, and emotionally. The At - Risk facilitator will address problems which prevent or interfere with student academic success, and those impeding positive student behavior. The At - Risk Facilitator will assist in monitoring behavioral changes in students, whether academic, attendance, or behavior related.

**Strategy's Expected Result/Impact:** The At - Risk facilitator will address problems which prevent or interfere with student academic success, and those impeding positive student behavior. T

**Staff Responsible for Monitoring:** Principal, assistant principal

**Funding Sources:** At - Risk Facilitator Title I, Part A, \$65,000

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

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 6

Increase staff utilization of existing and new instructional technologies to 95% by May 2024.

**Evaluation Data Source:** Sign in sheets, Walk-through Data Report, Departmental Needs Form

## Strategy 1

Technology staff will provide training on an as-needed basis to teachers and staff.

**Strategy's Expected Result/Impact:** Sign in sheets reflect 100% of staff attending at least two sessions for the year. Walk through data will reflect increase in technology usage in classrooms.

**Staff Responsible for Monitoring:** technology liaison, technology teachers

**TEA Priorities:** Recruit, support, retain teachers and principals

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## Strategy 2

Appropriate software installed on all computers to assist teachers with instructional technology implementation

**Strategy's Expected Result/Impact:** Classroom walk through data will reflect technology utilized in classrooms.

**Staff Responsible for Monitoring:** technology liaison

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

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## Performance Objective 7

By May 2024, 100% of all staff will participate in professional development opportunities to increase the quality of classroom instruction.

**Evaluation Data Source:** Overall student academic performance progress toward 70% on state assessments.

## Strategy 1

Develop and facilitate structured and productive Professional Learning Community meetings

**Strategy's Expected Result/Impact:** PLCs will be documented in Eduphoria along with comprehensive meeting agendas, minutes, and sign - in sheets

**Staff Responsible for Monitoring:** department heads, interventionist/RTI Coordinator, assistant principals, principal

**TEA Priorities:** Improve low-performing schools

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

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### Strategy 2

Use of mentoring program for new teachers and struggling teachers

**Strategy's Expected Result/Impact:** Novice and struggling teachers will feel empowered with the tools and resources necessary to have a successful year, as a result, student performance will increase.

**Staff Responsible for Monitoring:** Assistant principals, assigned mentors, district supervisors

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

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

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### Strategy 3

All Advanced Placement teachers will participate in Advanced Placement Institutes, and will follow the guidelines set forth in the National Math and Science Institute Grant for 2021 - 22 through 2022 - 2023

**Strategy's Expected Result/Impact:** The advanced placement courses will be highly enrolled, the students will be prepared for advanced placement testing, and the overall experience in the advanced placement program will be positive for students and staff.

**Staff Responsible for Monitoring:** associate and assistant principals, Advanced Placement Coordinator

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

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

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### Strategy 4

Monthly campus - based professional development sessions will target effective instructional strategies and classroom management .

**Strategy's Expected Result/Impact:** Teachers will be more effective at instructional delivery; and classroom management will improve

**Staff Responsible for Monitoring:** Associate and assistant principals, interventionist/RTI Coordinator, department heads, principal

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

**ESF Levers:** Lever 5: Effective Instruction

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# Title I Summary

# Title I



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
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