

Lamar Consolidated Independent School District

Beasley Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Beasley Elementary is a place where everyone is encouraged to dream BIG, take risks, display respect and be kind;

where everyone is treated like family;

where together we learn to LOVE to learn!

Vision

Beasley Elementary is a family of learners.

Value Statement

Beasley Elementary values the whole child.

We want our students to leave our campus as good citizens, and knowing their worth. We want students to be good readers, mathematicians as well as excel in athletics, musical ability or artistic talents.

We value partnerships with our parents and community and encourage both to be involved in our school.

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Goal 2: For the 2024-2025 school year, Beasley will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems as measured by decreased discipline referrals and increased participation in behavior rewards.	34
Goal 3: By the end of the 2024-2025 academic year, staff members will enhance instructional capability by increasing performance descriptors in 20% of the dimensions on the EOY T-TESS, achieved through targeted and relevant professional development opportunities.	38
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

A Needs Assessment meeting was held on May 7, 2024 and on May 14, 2024. The CNA was developed by a committee of teachers, school leaders, parents, and community members all listed below. We had two meetings: 05/07/2024 and 05/14/2024. We examined the areas of Perceptions and School Processes. We analyzed empirical data from parent teacher conferences and quantitative data from the parent survey.

Laura Spiegel - principal

Monique James - literacy coach

Takiyah Clarke - counselor

Veronica Arredondo - teacher

Blanca Richard - teacher

Jessica Butler - teacher

Rhonda Gerke - teacher

Tamisha Brooks - teacher

Brianne Yeoman - teacher

Martha Prochaska - teacher

Sarah Chernohorsky - teacher

Katie Sabrsula - parent

Sarah Stevens - math coach

Rosabel Perez - EB specialist

Kerri Gore - teacher

Rosana Diaz - teacher

Rosa Castro - teacher

Mirtha Malone - teacher

Martha Otto - teacher

Christy Castillo - teacher

Tania Negreros - teacher

Darlene Cortez - teacher

Regina Recio - teacher

Marva O'Neal - District Rep / Title 1

Demographics

Demographics Summary

We have a first year principal and new assistant principal. Ongoing leadership training is needed for managing culture, student achievement, and stakeholders.

We currently have 409 students enrolled with 81% economically disadvantaged. We have 167 emergent bilingual students, 277 at-risk students, 24 resource/inclusion students, 41 MTSS students (Tier 2 or 3), 4% are homeless, 94.67% attendance, and 4.25% discipline students.

Ethnic Distribution:		
African American	41	11.2%
Hispanic	285	77.9%
White	33	9.0%
American Indian	0	0.0%
Asian	3	0.8%
Pacific Islander	0	0.0%
Two or More Races	4	1.1%
Sex:		
Female	196	53.6%
Male	170	46.4%

Demographics Strengths

Our grade levels are small with most having three classes. We have a large Hispanic population. There are really only two languages spoken on campus: English and Spanish. Typically, we have low teacher turn over rates, Our staff is on board with new initiatives and building culture. We have a small amount of discipline issues. Our parents are very supportive and some are involved.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are lacking the mastery of language acquisition. **Root Cause:** Beasley Elementary population is 78% Hispanic and 81% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations.

Problem Statement 2 (Prioritized): Regardless of the sub pops, students are not mastering academic achievement and growth status in Reading and Math. **Root Cause:** A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 3 (Prioritized): English Language Learners are not performing equitably in the meets and masters category in core content areas. **Root Cause:** Lack of support to practice and obtain support from parents due to language barrier.

Problem Statement 4 (Prioritized): Some students are struggling to be on grade level. 68% of our students are considered at-risk according to set criteria. **Root Cause:** There are high levels of mobility, some behavioral challenges, or have faced a difficult circumstance in their home life. A portion of our population of our students are raised by their guardians other than their biological parents.

Student Learning

Student Learning Summary

Discipline referrals were higher than the previous year. DAEP placements were higher than the previous year. Only 12 students completed the campus climate survey (skewed data). The parents who completed the survey were overall happy with our school. Science scores dropped by almost 20% in approaches, 17% in meets, and 7% in masters. Our math scores in 5th grade held steady, 4th grade improved tremendously, 3rd grade dropped by 6% in approaches, 8% in meets, and 11% in masters. Reading scores in 4th grade improved tremendously (13% in approaches, 22% in meets, -1% in masters). 5th grade reading dropped 2% in approaches, 12% in meets, and no growth in masters. 3rd grade reading dropped 10% in approaches, gained 6% in meets, and improved 7% in masters.

GRA Data: EOY 2024 (Monolingual)

Kinder: 3% Below Grade Level, 24% On Grade Level, 72% Above Grade Level (26 Total Students)

1st Grade: 32% Below Grade Level, 5% On Grade Level, 63% Above Grade Level (38 Total Students)

2nd Grade: 28% Below Grade Level, 11% On Grade Level, 61% Above Grade Level (40 Total Students)

HMH Data: EOY 2024 (Bilingual)

Kinder: 21% Below Grade Level, 63% On Grade Level, 16% Above Grade Level (19 Total Students)

1st Grade: 32% Below Grade Level, 11% On Grade Level, 58% Above Grade Level (19 Total Students)

2nd Grade: 33% Below Grade Level, 13% On Grade Level, 54% Above Grade Level (24 Total Students)

	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	APP	MEETS	MASTERS
3rd grade reading											
Beasley Elementary	34	88%	50%	12%	42	79%	52%	19%	-10%	2%	7%
Economic Disadvantage	24	96%	54%	8%	37	76%	51%	16%	-20%	-3%	8%
Hispanic	23	87%	52%	17%	32	88%	66%	22%	1%	13%	4%

3rd grade math											
Beasley Elementary	47	83%	51%	23%	56	77%	43%	13%	-6%	-8%	-11%
Economic Disadvantage	36	81%	53%	19%	46	76%	41%	11%	-4%	-11%	-9%
Hispanic	36	83%	53%	28%	46	83%	46%	13%	-1%	-7%	-15%
Currently Emergent Bilingual	22	86%	50%	27%	23	87%	52%	13%	1%	2%	-14%

4th grade reading											
Beasley Elementary	40	75%	38%	18%	42	88%	60%	17%	13%	22%	-1%
Economic Disadvantage	30	73%	33%	17%	30	90%	63%	20%	17%	30%	3%
Hispanic	31	74%	35%	19%	32	84%	63%	16%	10%	27%	-4%
Currently Emergent Bilingual	15	73%	27%	13%	15	73%	47%	7%	0%	20%	-7%

4th grade math											
Beasley Elementary	46	65%	43%	9%	51	73%	55%	27%	7%	11%	19%
Economic Disadvantage	36	61%	36%	6%	38	76%	61%	29%	15%	24%	23%
Hispanic	37	68%	46%	8%	41	78%	61%	34%	10%	15%	26%
Currently Emergent Bilingual	21	57%	38%	10%	24	83%	63%	33%	26%	24%	24%

5th grade reading											
Beasley Elementary	44	75%	50%	16%	45	73%	38%	16%	-2%	-12%	0%
Economic Disadvantage	32	72%	44%	13%	38	74%	34%	16%	2%	-10%	3%
Hispanic	32	75%	50%	13%	35	80%	43%	20%	5%	-7%	8%
Currently Emergent Bilingual	21	67%	38%	10%	18	78%	33%	17%	11%	-5%	7%
Special Ed Indicator	13	46%	15%	0%	16	38%	13%	0%	-9%	-3%	0%

5th grade math											
Beasley Elementary	46	93%	70%	35%	47	94%	68%	30%	0%	-1%	-5%
Economic Disadvantage	32	94%	66%	28%	40	93%	65%	28%	-1%	-1%	-1%
Hispanic	34	94%	76%	38%	37	92%	73%	35%	-2%	-4%	-3%
Currently Emergent Bilingual	23	91%	70%	30%	20	85%	65%	35%	-6%	-5%	5%
Special Ed Indicator	14	86%	29%	7%	18	83%	33%	0%	-2%	5%	-7%

5th grade science

Beasley Elementary	45	76%	38%	9%	49	55%	20%	2%	-20%	-17%	-7%
Economic Disadvantage	32	72%	34%	6%	41	54%	22%	2%	-18%	-12%	-4%
Hispanic	33	79%	45%	9%	39	59%	23%	3%	-20%	-22%	-7%
Currently Emergent Bilingual	22	73%	45%	5%	22	55%	23%	5%	-18%	-23%	0%
Special Ed Indicator	13	46%	0%	0%	18	33%	0%	0%	-13%	0%	0%



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Lamar CISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
End - 32 (Spring 2024)

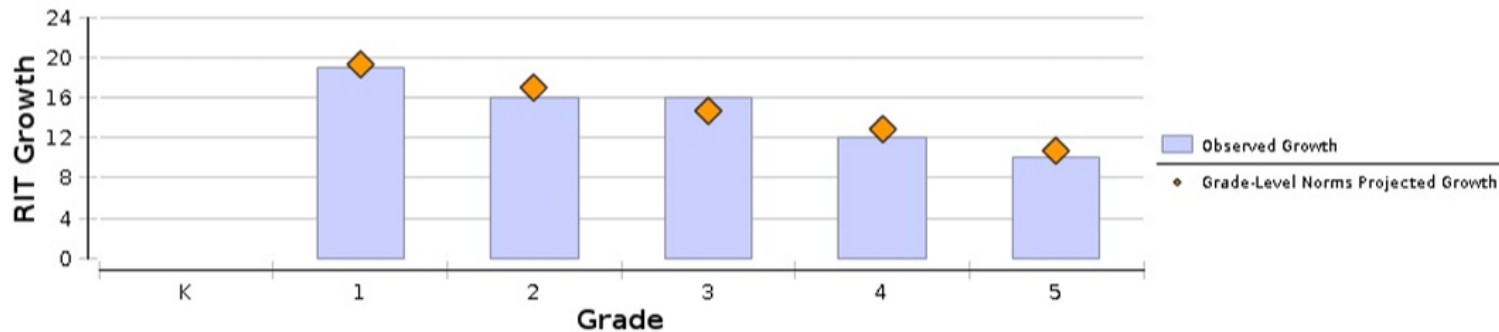
Grouping: None
Small Group Display: No

BEASLEY EL

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	49	154.5	9.3	32	173.6	11.5	33	19	0.9	19.4	-0.10	46	49	28	57	50
2	70	169.8	13.0	32	186.3	11.6	31	16	1.0	17.0	-0.20	42	70	35	50	47
3	60	183.9	13.6	34	199.9	13.7	43	16	0.9	14.7	0.54	71	60	41	68	57
4	52	199.6	11.9	61	211.5	13.3	55	12	0.9	12.8	-0.39	35	52	23	44	42
5	46	204.6	16.0	33	215.0	16.4	33	10	1.0	10.7	-0.13	45	46	26	57	50

Math: Math K-12





Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Lamar CISD

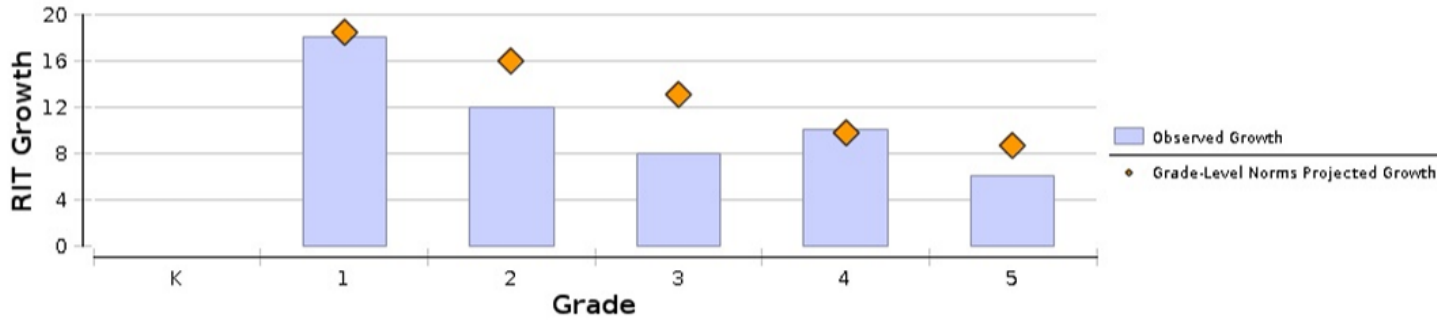
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
 End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

BEASLEY EL

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**		**							
1	32	153.4	10.1	53	171.2	11.5	49	18	1.3	18.4	-0.21	42	32	17	53	51	
2	48	168.8	15.2	45	181.2	17.0	27	12	1.3	16.0	-1.24	11	48	20	42	33	
3	40	182.0	14.6	38	190.2	17.6	17	8	1.4	13.0	-2.00	2	40	14	35	30	
4	39	198.4	13.6	69	208.5	12.3	70	10	1.4	9.8	0.12	55	39	23	59	58	
5	42	194.7	19.3	13	200.6	18.2	7	6	1.1	8.6	-1.22	11	42	13	31	34	

Language Arts: Reading





Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Lamar CISD

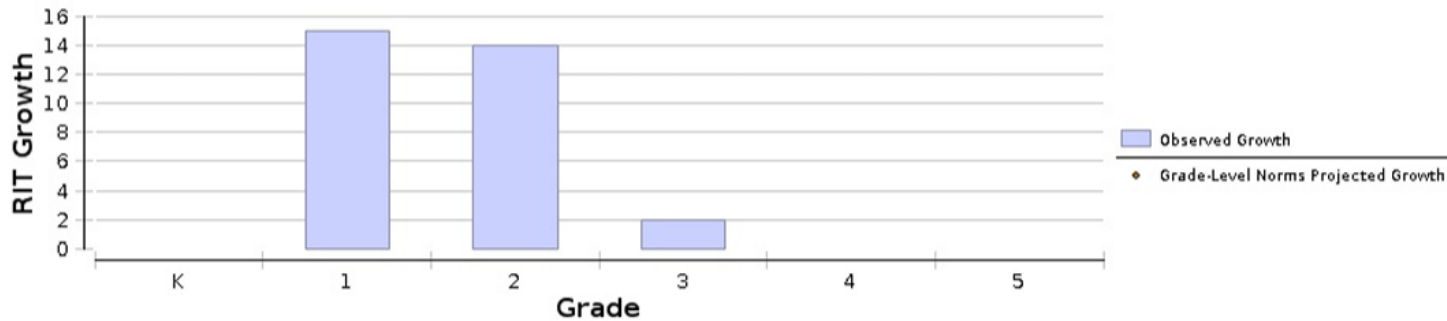
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 0 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

BEASLEY EL

Language Arts:
 Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against							
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	0	**		**			**					**			
1	18	150.3	12.6	165.2	13.7		15	1.9				18	6	33	40
2	24	171.6	13.0	186.0	15.3		14	1.8				24	11	46	44
3	14	179.2	13.6	181.2	15.4		2	2.8				14	6	43	45
4	5	*		*			*					*			
5	1	*		*			*					*			

Language Arts: Reading (Spanish)





Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Lamar CISD

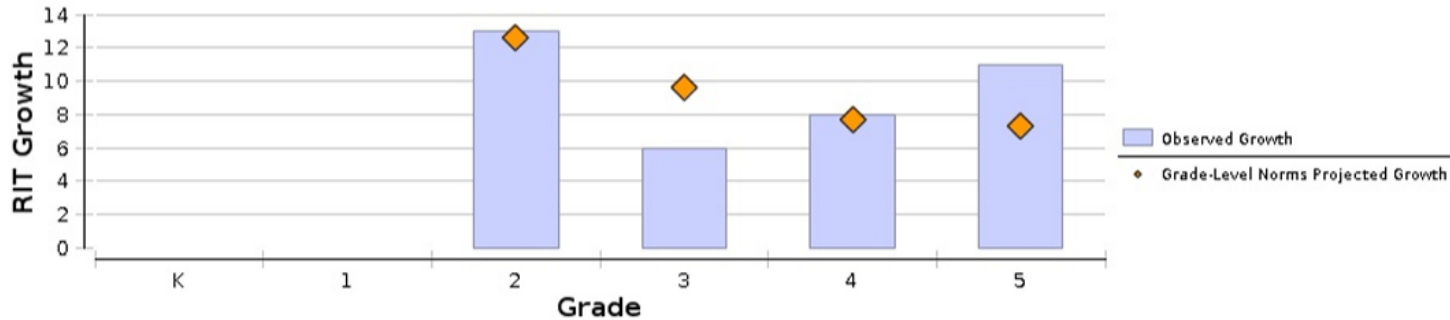
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 0 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

BEASLEY EL

Science: Science K-12

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	71	173.2	13.4	35	186.1	11.1	38	13	1.1	12.6	0.14	56	71	37	52	49
3	59	187.4	10.6	58	193.2	11.1	32	6	0.9	9.6	-1.40	8	59	17	29	30
4	52	197.7	9.6	79	205.6	9.4	78	8	0.9	7.7	0.08	53	52	35	67	62
5	45	198.6	11.4	48	209.5	12.8	71	11	1.0	7.3	1.50	93	45	35	78	75

Science: Science K-12



Student Learning Strengths

4th Grade Reading STAAR 2024: 88% Approaches, 60% Meets, 17% Masters

4th Grade Math STAAR 2024: 73% Approaches, 55% Meets, 27% Masters

5th Grade Math STAAR 2024: 94% Approaches, 68% Meets, 30% Masters

Kinder GRA EOY 2024: 3% Below Grade Level, 24% On Grade Level, 72% Above Grade Level (26 Total Students)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd grade math achievement as assessed by STAAR, decreased across all scoring thresholds. **Root Cause:** Varied and individualized academic strategies that have proven to increase student achievement have not been implemented with fidelity, as well as new staffing to content and grade level.

Problem Statement 2 (Prioritized): 3rd and 5th grade reading achievement as assessed by STAAR, decreased from the previous school year. **Root Cause:** Tier one best practices are not being implemented with fidelity; collaboration within the PLC is not consistent or implemented with fidelity.

Problem Statement 3 (Prioritized): Student achievement in Science at the Meets level decreased from 38% in 2023 to 20% in 2024. **Root Cause:** Teachers need to systematically teach science in grades K-5 and plan effective lessons that engage learners in hands-on science. Labs need to be connected to classroom learning in order to improve science scores.

Problem Statement 4 (Prioritized): 1st grade had 32% and 2nd grade had 28% of students reading below grade level based on the end of year GRA inventory. **Root Cause:** There is a need for more systematic and explicit phonics instruction. Students need more support with comprehension as they move into higher level texts.

School Processes & Programs

School Processes & Programs Summary

- Dual Language Program K-5
- Readers Are Leaders - Roaring Readers
- Gifted and Talented
- W.I.N. (What I Need) Daily Intervention
- Essential 50
- Ron Clark House System
- Character Counts
- Check In/Check Out SEL Program
- Math Mania
- Summit K12
- Family Outreach
- PBIS Points
- HB 1416 Intervention

School Processes & Programs Strengths

CICO has been a strength in the past and can be again.

Family engagement events

After school tutorials

Staff Culture

Use of data to improve lesson planning

Points Parties and Prize system

Broadcast team

Parent newsletter

Roaring Readers Reward - frequency

Character Counts

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Intervention time isn't being utilized to its fullest potential. **Root Cause:** Students who are absent have missed the instruction. We have limited planning time for all the things.

Problem Statement 2 (Prioritized): The house system isn't being utilized to support campus culture and positive behavior. **Root Cause:** It takes time to plan, time out of instruction time, and there weren't direct leaders to provide structure and implement effectively.

Perceptions

Perceptions Summary

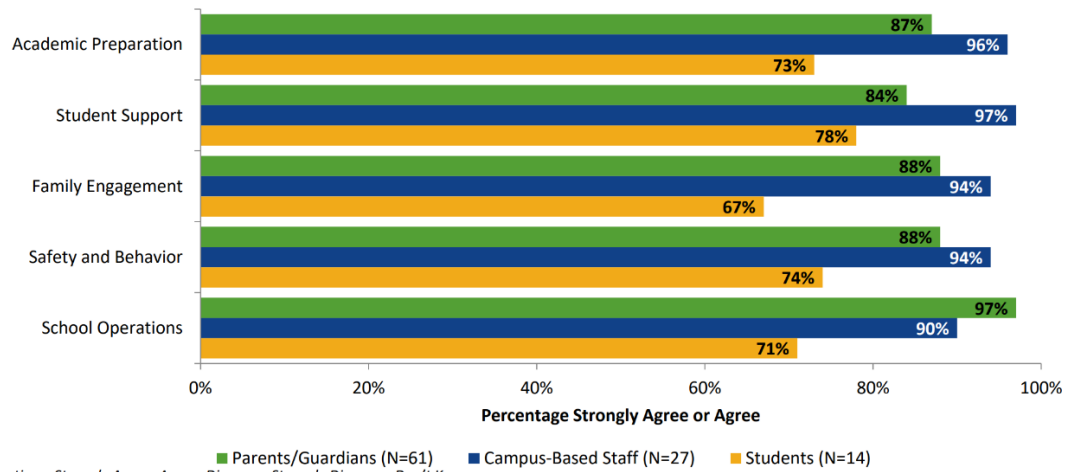
Bilingual parents don't always feel comfortable bringing concerns to the front office. We need to educate them on how to advocate for their children. Maybe have a presentation at Title 1 meeting about this. They need to hear it from the admin and then repeated from and supported by the teacher. Make sure the parent knows the teacher needs to know.

Title 1 survey

Campus Climate survey

Parent participation

We try to translate every event.



Parents/Guardians

Highest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
My student's school is clean.	98%	School Operations
My student's school is well-maintained, with working air conditioning and heat, adequate lighting, and well-kept grounds.	98%	School Operations
This school is safe.	97%	Safety and Behavior
This school is free of weapons.	95%	Safety and Behavior
Teachers clearly explain learning standards and expectations to my student.	93%	Academic Preparation

Campus-Based Staff

Highest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Teachers clearly explain learning standards and expectations to students at this school.	100%	Academic Preparation
Helping students meet challenging academic goals is a primary focus of this school.	100%	Academic Preparation
Teachers at this school work together to ensure student success.	100%	Academic Preparation
Students are academically challenged by their schoolwork.	100%	Academic Preparation
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	100%	Student Support

Students

Highest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
I am aware of safety procedures at this school, such as evacuate, hold, shelter, lockout or lockdown.	93%	Safety and Behavior
I have not seen weapons in this school.	92%	Safety and Behavior
My teachers tell me what I need to know to do well in school.	86%	Academic Preparation
I try to do my best in school every day.	86%	Academic Preparation
I am proud to go to this school.	86%	Student Support

Perceptions Strengths

Parents seem to appreciate us. We don't hear a lot of complaints. Hispanic heritage night was a great success and they were happy. Tons of people at Fall Fest, Letters to Santa, Pizza and Planes. Need more volunteers for book fair. Fine arts night is huge. We work with the fire station and the church next door. Almost 100% for egg drop and mother's day. Mr. Meeks comes to do counseling. 3rd grade bilingual STAAR night was well-attended. They buy into what we do. Title 1 survey had 110 parents complete the survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Hispanic parents don't communicate academic concerns or behavior issues with staff members. **Root Cause:** They aren't comfortable with the language barrier and aren't aware of the ways they can advocate for their child.

Problem Statement 2 (Prioritized): There is a divide between our monolingual and bilingual students. **Root Cause:** The students believe they are different.

Priority Problem Statements

Problem Statement 1: Regardless of the sub pops, students are not mastering academic achievement and growth status in Reading and Math.

Root Cause 1: A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: English Language Learners are not performing equitably in the meets and masters category in core content areas.

Root Cause 2: Lack of support to practice and obtain support from parents due to language barrier.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are lacking the mastery of language acquisition.

Root Cause 3: Beasley Elementary population is 78% Hispanic and 81% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Some students are struggling to be on grade level. 68% of our students are considered at-risk according to set criteria.

Root Cause 4: There are high levels of mobility, some behavioral challenges, or have faced a difficult circumstance in their home life. A portion of our population of our students are raised by their guardians other than their biological parents.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 3rd grade math achievement as assessed by STAAR, decreased across all scoring thresholds.

Root Cause 5: Varied and individualized academic strategies that have proven to increase student achievement have not been implemented with fidelity, as well as new staffing to content and grade level.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 3rd and 5th grade reading achievement as assess by STAAR, decreased from the previous school year.

Root Cause 6: Tier one best practices are not being implemented with fidelity; collaboration within the PLC is not consistent or implemented with fidelity.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Student achievement in Science at the Meets level decreased from 38% in 2023 to 20% in 2024.

Root Cause 7: Teachers need to systematically teach science in grades K-5 and plan effective lessons that engage learners in hands-on science . Labs need to be connected to classroom learning in order to improve science scores.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 1st grade had 32% and 2nd grade had 28% of students reading below grade level based on the end of year GRA inventory.

Root Cause 8: There is a need for more systematic and explicit phonics instruction. Students need more support with comprehension as they move into higher level texts.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The house system isn't being utilized to support campus culture and positive behavior.

Root Cause 9: It takes time to plan, time out of instruction time, and there weren't direct leaders to provide structure and implement effectively.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Hispanic parents don't communicate academic concerns or behavior issues with staff members.

Root Cause 10: They aren't comfortable with the language barrier and aren't aware of the ways they can advocate for their child.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a divide between our monolingual and bilingual students.

Root Cause 11: The students believe they are different.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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
- 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
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals





Goal 1: By May 2025, student performance will increase by 10% or maintain the percentages of 90%, 60%, 30% in all content areas in the categories of approaches, meets and masters as measured by local and state assessments.

Performance Objective 1: Effective Planning and Delivery of Tier 1 Math Instruction, aligned to TEKS, District Roadmaps, Instructional Playbook, and assessments.

High Priority

Evaluation Data Sources: Lesson plans, walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Innovative Planning Day; Coaches will work with teachers to provide effective planning and implementation of small group instruction.</p> <p>Strategy's Expected Result/Impact: Improve the quality and effectiveness of classroom instruction.</p> <p>Staff Responsible for Monitoring: Principals and coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Math Instructional Materials - 211 Title I, Part A - \$2,500, Math Instructional Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - 199 PIC 25 State Bilingual/ESL - \$200</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement systematic and effective delivery of the Guided Math Framework, Numeracy Routines, 3 Reads and Fact Fluency (Math Mania) with the guidance of an instructional coach.</p> <p>Strategy's Expected Result/Impact: Improve the quality and effectiveness of classroom instruction.</p> <p>Staff Responsible for Monitoring: Administration and Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will collaborate with coaches and obtain final approval for all major and minor grades to ensure students are presented with rigorous material based on the desired outcomes for the unit of study.</p> <p>Strategy's Expected Result/Impact: Improved student performance on end of unit assessments, district assessments, MAPS, and STAAR.</p> <p>Staff Responsible for Monitoring: Principals and Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase the quantity of math related mentor texts in both Spanish and English.</p> <p>Strategy's Expected Result/Impact: Improve the quality and effectiveness of classroom instruction.</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Books - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Blended Learning will be implemented in the Math block to support student ownership of learning.</p> <p>Strategy's Expected Result/Impact: Students achievement will increase.</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Blended Learning Materials - 211 Title I, Part A - \$1,106.29, Blended Learning Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By May 2025, student performance will increase by 10% or maintain the percentages of 90%, 60%, 30% in all content areas in the categories of approaches, meets and masters as measured by local and state assessments.

Performance Objective 2: Coaches and teaches will collaborate to provide effective planning and delivery of Tier 1 ELAR/SLAR Instruction, aligned to TEKS, District Roadmaps, the Instructional Playbook, and assessments.





High Priority

HB3 Goal

Evaluation Data Sources: Lesson plans, walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coaches and teachers will work together to Improve the quality of ECRS and SARS using resources such as: Writable, Universal Graphic Organizers and Calibrated Scoring.</p> <p>Strategy's Expected Result/Impact: Improved quality of ECR and SAR writing</p> <p>Staff Responsible for Monitoring: Coaches and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will collaborate with coaches and obtain final approval for all major and minor grades to ensure students are presented with rigorous material based on the desired outcomes for the unit of study.</p> <p>Strategy's Expected Result/Impact: Improved student performance on end of unit assessments, district assessments, MAPS, and STAAR.</p> <p>Staff Responsible for Monitoring: Coaches and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Innovative Planning Day; Teachers and coaches will work together to provide effective planning and implementation of Guided Reading and small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased performance on reading assessments such as CBA, MAP Fluency, HMH, district reading assessments, MAPS, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, and Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$1,500</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increased quality and quantity of student literature, including culturally diverse texts.</p> <p>Strategy's Expected Result/Impact: Teachers will have more options for embedding phonics lessons, decoding practice, and genres/ topics. Students' interest in reading will increase.</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Books - 211 Title I, Part A - \$2,500</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Student groups will be invited to stay for after school book clubs, reading together, and building a reading community.</p> <p>Strategy's Expected Result/Impact: Increase student reading levels and performance</p> <p>Staff Responsible for Monitoring: Librarian and Literacy coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies for reading book clubs and projects - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$5,000</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Blended Learning will be implemented in the Reading block to support student ownership of learning.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Funding Sources: Supplies to support blended learning - 211 Title I, Part A - \$2,000</p>	Formative		
	Feb	Apr	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Support and provide feedback on the implementation of district curriculum and dual language program model for ESL/BIL teacher with the support of a bilingual specialist.</p> <p>Strategy's Expected Result/Impact: Increase TELPAS scores, cultural diversity, Compliance of the DL Program Framework, build teacher efficacy</p> <p>Staff Responsible for Monitoring: Principals and EB Specialist</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$45,052.93, - 199 PIC 25 State Bilingual/ESL - \$4,750</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By May 2025, student performance will increase by 10% or maintain the percentages of 90%, 60%, 30% in all content areas in the categories of approaches, meets and masters as measured by local and state assessments.

Performance Objective 3: The percentage of students ending the year reading on or above grade level will include the following: K- 90% , 1st- 80% , 2nd- 85%.


High Priority


HB3 Goal

Evaluation Data Sources: Eduphoria Student inventory

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will consistently and effectively utilize Heggerty /UFLI (Monolingual) and HMH (Bilingual) phonics programs to support student reading growth.</p> <p>Strategy's Expected Result/Impact: Improved MAP Fluency scores. One to 1/1/2 years growth on student reading levels.</p> <p>Staff Responsible for Monitoring: Coaches and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize MAPS: Phonics Screeners to determine students strengths and areas for remediation.</p> <p>Strategy's Expected Result/Impact: Increased performance on reading assessments such as CBAs, MAPS Fluency, HMH, district reading assessments.</p> <p>Staff Responsible for Monitoring: Coaches and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Digital Resources like Waterford, Lexia, Progress Learning, RAZ Kids will be used for on-level independent work.</p> <p>Strategy's Expected Result/Impact: Students will have specific independent work to meet their specific needs.</p> <p>Staff Responsible for Monitoring: Principals and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$3,000</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 1: By May 2025, student performance will increase by 10% or maintain the percentages of 90%, 60%, 30% in all content areas in the categories of approaches, meets and masters as measured by local and state assessments.

Performance Objective 4: Increase the quality and rigor of academic interventions for all learners through systematic and explicit planning based on student data.

High Priority

Evaluation Data Sources: Lesson plans, walkthroughs, Eduphoria





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Under the direction of HB1416, all current 4th and 5th grade students who were not successful on STAAR will receive additional accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Student performance on major assessments and state tests will improve because gaps are being filled.</p> <p>Staff Responsible for Monitoring: Teachers and Coaches</p> <p>Title I: 2.6</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Hire part-time tutors and provide professional development on content, strategies, best practices, and current data.</p> <p>Strategy's Expected Result/Impact: Intervention time will be more aligned with current Tier 1 and Tier 2 instruction.</p> <p>Staff Responsible for Monitoring: BLT</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$26,000</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and staff will utilize digital resources, including but not limited to Stemsscopes, Summit K-12, Waterford, Lexia, GF Educators, Progress Learning, RAZ Kids, and Writable, when providing academic interventions.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to multiple modalities of learning resources.</p> <p>Staff Responsible for Monitoring: BLT</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$6,500</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement, embed, and improve strategies to improve speaking and writing for EB students to increase TELPAS scores. Strategy's Expected Result/Impact: Overall TELPAS scores will improve. Staff Responsible for Monitoring: Principal and EB Specialist</p> <p>Title I: 2.6 Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,000</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Present and discuss current student academic data during SBDM and Guiding Coalition Meetings to develop additional supports to increase student achievement. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$77,291.46</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Employ the use of a paraprofessional to help address the needs of students at risk of not meeting the challenging State academic standards. Strategy's Expected Result/Impact: Students will receive frequent small group instruction support to increase learning. Staff Responsible for Monitoring: EB Specialist</p> <p>Title I: 2.6 Funding Sources: - 211 Title I, Part A - \$34,148.71</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By May 2025, student performance will increase by 10% or maintain the percentages of 90%, 60%, 30% in all content areas in the categories of approaches, meets and masters as measured by local and state assessments.

Performance Objective 5: Provide early intervention and instruction to at-risk students through a rich, academically, focused pre-kindergarten program.


Evaluation Data Sources: Parent Surveys and PK data collection through CLI

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Address early literacy with PK program. Strategy's Expected Result/Impact: Students entering kindergarten on or above level. Staff Responsible for Monitoring: Principals and PK staff</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$161,977.45</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: For the 2024-2025 school year, Beasley will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems as measured by decreased discipline referrals and increased participation in behavior rewards.

Performance Objective 1: We will embody the PBIS framework within the school culture.

Evaluation Data Sources: Campus discipline data and Live School PBIS platform





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will conduct periodic PBIS points data check-ins to ensure utilization of PBIS points in targeted behavior areas and provide incentives for teachers/homerooms.</p> <p>Strategy's Expected Result/Impact: decreased discipline referrals</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Allow 5th graders to run the rewards store and select the prizes for PBIS points.</p> <p>Strategy's Expected Result/Impact: decreased referrals</p> <p>Funding Sources: Incentives - 211 Title I, Part A - \$5,000</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will continue to receive staff development on implementation of the PBIS framework.</p> <p>Strategy's Expected Result/Impact: decreased referrals and improved school culture</p>	Formative		
	Feb	Apr	June
			

Goal 2: For the 2024-2025 school year, Beasley will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems as measured by decreased discipline referrals and increased participation in behavior rewards.

Performance Objective 2: The counselor and Assistant Principal will work together to help foster a safe and positive learning environment.

Evaluation Data Sources: Counselor tracking documentation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher will provide the counselor with a list of students that would benefit from additional SEL lessons .</p> <p>Strategy's Expected Result/Impact: Student will learn honesty, trustworthiness, how to control their emotions and empathy for others which will help create safe and positive learning environment.</p> <p>Staff Responsible for Monitoring: Teachers and Counselor</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Manage and maintain the mentor program (check-in/check-out) for students who need additional support.</p> <p>Strategy's Expected Result/Impact: Improved student self esteem</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The counselor will introduce campus-wide programs promoting positive thinking to change our mindset towards emphasizing positive decisions and behaviors.</p> <p>Strategy's Expected Result/Impact: Less behavior incidents and concerns</p> <p>Staff Responsible for Monitoring: Counselor, AP, Principal</p> <p>Title I: 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$520</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The assistant principal will provide training opportunities to staff for strategies to handle classroom behavior and minimize office referrals.</p> <p>Strategy's Expected Result/Impact: Reduced office referrals, increase classroom engagement</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: For the 2024-2025 school year, Beasley will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems as measured by decreased discipline referrals and increased participation in behavior rewards.

Performance Objective 3: We will improve and revitalize our current house system.

Evaluation Data Sources: Teacher EOY feedback





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A committee will be formed to organize and oversee house activities, with a focus on the system's purpose. Strategy's Expected Result/Impact: Building community, increasing positive behavior and belonging Staff Responsible for Monitoring: Admin, House committee</p> <p>Title I: 2.5</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve the house system to function as an intentional and purposeful program. Strategy's Expected Result/Impact: Increase school spirit Staff Responsible for Monitoring: Admin, House committee</p> <p>Title I: 2.5, 2.6 Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,000</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: House committee will meet regularly to plan and prepare for the events that are planned for the year. Strategy's Expected Result/Impact: Increase sense of community and belonging that creates a safe and positive learning environment. Staff Responsible for Monitoring: House Committee leader and members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By the end of the 2024-2025 academic year, staff members will enhance instructional capability by increasing performance descriptors in 20% of the dimensions on the EOY T-TESS, achieved through targeted and relevant professional development opportunities.

Performance Objective 1: All members of the leadership team will coach teachers towards increased rigor, strong tier 1 instruction, and classroom management.

High Priority

Evaluation Data Sources: Coaching spreadsheet, Student Success Trackers, T-TESS





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Get Better Faster waterfall will be used to move teachers to their next level of continuous improvement. Strategy's Expected Result/Impact: Admin team will know the exact next step for each teacher. Tier 1 instruction will be improved. Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tracking charts will be used to show previous steps, current steps, and next steps for each teacher. Strategy's Expected Result/Impact: Improved Tier 1 instruction, classroom management, and pedagogy, Increase performance descriptors Staff Responsible for Monitoring: BLT</p> <p>Funding Sources: Lead4ward supplies - 211 Title I, Part A - \$300</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Determine targeted professional development to support our coaching efforts. Strategy's Expected Result/Impact: Teachers improve their Tier 1 instruction due to professional learning. Staff Responsible for Monitoring: Coaches</p> <p>Funding Sources: Attendance at PD - 211 Title I, Part A - \$1,000</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By the end of the 2024-2025 academic year, staff members will enhance instructional capability by increasing performance descriptors in 20% of the dimensions on the EOY T-TESS, achieved through targeted and relevant professional development opportunities.

Performance Objective 2: Participate in growing self and others by fostering an environment of continuous learning and mutual support.

High Priority

Evaluation Data Sources: T-TESS, PLCs, staff meetings, PD attendance, staff surveys





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will grow themselves by watching instructional videos, visiting other teachers' classrooms during instruction, and seeking out professional development learning opportunities.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction, Increased culture of learning</p> <p>Staff Responsible for Monitoring: Teachers, BLT</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will have the opportunity to grow others by sharing professional learning through different modalities.</p> <p>Strategy's Expected Result/Impact: Growing teacher leaders</p> <p>Staff Responsible for Monitoring: BLT</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Administrators will attend a leadership conference to develop a network, gain new understanding for managing the campus culture, and grow their skills in closing the student achievement gap.</p> <p>Strategy's Expected Result/Impact: All stakeholders will benefit from stronger leadership.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Funding Sources: - 211 Title I, Part A - \$4,000</p>	Formative		
	Feb	Apr	June
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: By the end of the 2024-2025 academic year, staff members will enhance instructional capability by increasing performance descriptors in 20% of the dimensions on the EOY T-TESS, achieved through targeted and relevant professional development opportunities.

Performance Objective 3: Increase the quality of classroom instruction with high-quality, personalized feedback and opportunities for goal-setting and self-reflection.

Evaluation Data Sources: Admin spreadsheet, walkthroughs, coaching trackers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement differentiated instruction strategies as learned from staff meetings, team meetings or PLC and documented in lesson plans.</p> <p>Strategy's Expected Result/Impact: Increase differentiated instruction and student success. Close learning gaps.</p> <p>Staff Responsible for Monitoring: Principal(s) and Classroom Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Leadership team will provide student success trackers to the teachers and coach them on best ways to implement and utilize the trackers, moving from teacher-led to student-led learning.</p> <p>Strategy's Expected Result/Impact: Students will be in charge of their learning</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Gather and implement feedback and solutions offered by the SBDM committee and Guiding Coalition on Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increased teacher ownership</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Funding Sources: Resources will be based on SBMD decisions - 211 Title I, Part A - \$10,000</p>	Formative		
	Feb	Apr	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Grade levels will schedule field trips that build schema for students to promote learning.</p> <p>Strategy's Expected Result/Impact: Students will build schema to support new learning.</p> <p>Staff Responsible for Monitoring: Grade Level teachers, Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Admittance to field trips - 211 Title I, Part A - \$5,000</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: We will focus on enhancing two-way communication and building partnerships with parents and the community measured by event attendance and parent surveys, for the 2024-2025 school year.

Performance Objective 1: Increase parent awareness of academic expectations.

Evaluation Data Sources: Newsletters, social media, Skylerts, flyers, Parent Canvas Course

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Parent Canvas Course to provide parents with tools, resources, and strategies to promote academic growth at home and at school.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and implement good learning strategies at home to support the learning process.</p> <p>Staff Responsible for Monitoring: BLT</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The leadership will continue to build upon by providing Grade Level Newsletters to notify parents of the learning that is happening in the classroom. The Leadership Team will create the BES Parent Newsletter with helpful links embedded to support student learning.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement through active communication while improving student attendance.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, and Admin</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Beasley will provide Parent Education events to support parents with valuable tools, resources, and strategies to improve student educational opportunities by building relationships and empowering parent knowledge.</p> <p>Strategy's Expected Result/Impact: Parents will support the learning at home by being knowledgeable of what is happening in the classroom and at school. Students will improve academically when there is a strong relationship between parents and Beasley Staff.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, and Counselor</p> <p>Title I: 2.5, 4.2</p>	Formative		
	Feb	Apr	June





Strategy 4 Details	Formative Reviews		
Strategy 4: Include academic data in the newsletter for parents and explain the meaning of it. Strategy's Expected Result/Impact: Parent Engagement and awareness Staff Responsible for Monitoring: BLT	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: We will focus on enhancing two-way communication and building partnerships with parents and the community measured by event attendance and parent surveys, for the 2024-2025 school year.

Performance Objective 2: Proactive communication with parents to promote awareness of policies and procedures regarding campus climate and culture.

Evaluation Data Sources: Parent Engagement opportunities, Title 1 meetings, Title 3, Meet the Teacher, Open house, sign in sheets, and surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attendance Interventions for students who are chronically absent. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6, 4.1, 4.2 Funding Sources: Incentives - 211 Title I, Part A - \$500</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide parent education opportunities for supporting their child in academics, social emotional, and technology. Strategy's Expected Result/Impact: Increase parent involvement, increase student attendance, improve student achievement. Staff Responsible for Monitoring: Beasley Staff</p> <p>Title I: 4.2 Funding Sources: Parent Engagement - 199 PIC 25 State Bilingual/ESL - \$1,000</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Educate parents about tardies vs absences and how to avoid an absence. Strategy's Expected Result/Impact: Improve attendance data Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase parent awareness about campus wide data showing good choices and poor choices at school.</p> <p>Strategy's Expected Result/Impact: Increase support from home</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 4: We will focus on enhancing two-way communication and building partnerships with parents and the community measured by event attendance and parent surveys, for the 2024-2025 school year.


Performance Objective 3: PTO and Stake Holder Engagement Activities will be planned, effectively advertised, and incentivized as needed to increase participation and foster a positive school culture.

Evaluation Data Sources: Parent sign-in sheets, ticket sales, PTO membership

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and Admin will utilize newsletters, HOWL folders, online communication, and social media to advertise PTO and Parent Engagement Activities throughout the school year.</p> <p>Strategy's Expected Result/Impact: We will increase student parent participation which will have a positive impact on student behavior and the school climate.</p> <p>Staff Responsible for Monitoring: Admin, Coaches, and teachers.</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Community engagement and curriculum nights will be provided based on parents surveys, community surveys, and SBDM decisions.</p> <p>Funding Sources: Parent Engagement - 211 Title I, Part A - \$2,000</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Gather feedback from parents during parent involvement events and utilize their input to raise awareness by presenting necessary information in various formats.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement</p> <p>Staff Responsible for Monitoring: CLT</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Gather and implement feedback and solutions offered by the SBDM committee and Guiding Coalition for engaging parents and the community.</p> <p>Strategy's Expected Result/Impact: Increased teacher ownership</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.2</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Title I

1.1: Comprehensive Needs Assessment

The CNA was developed by a committee of teachers, school leaders, parents, and community members all listed below. We had two meetings: 05/07/2024 and 05/14/2024. We examined the areas of Perceptions and School Processes. We analyzed empirical data from parent teacher conferences and quantitative data from the parent survey.

Laura Spiegel - principal

Monique James - literacy coach

Takiyah Clarke - counselor

Veronica Arredondo - teacher

Blanca Richard - teacher

Jessica Butler - teacher

Rhonda Gerke - teacher

Tamisha Brooks - teacher

Brianne Yeoman - teacher

Martha Prochaska - teacher

Sarah Chernohorsky - teacher

Katie Sabrsula - parent

Sarah Stevens - math coach

Rosabel Perez - EB specialist

Kerri Gore - teacher

Rosana Diaz - teacher

Rosa Castro - teacher

Mirtha Malone - teacher

Martha Otto - teacher

Christy Castillo - teacher

Tania Negreros - teacher

Darlene Cortez - teacher

Regina Recio - teacher

Marva O'Neal - District Rep / Title 1

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alina Cruz	Instructional paraprofessional	Title 1	1.0

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Instructional Materials		\$2,500.00
1	1	5	Blended Learning Materials		\$1,106.29
1	2	3			\$1,500.00
1	2	4	Books		\$2,500.00
1	2	6	Supplies to support blended learning		\$2,000.00
1	3	3			\$3,000.00
1	4	2			\$26,000.00
1	4	3			\$6,500.00
1	4	6			\$34,148.71
2	1	2	Incentives		\$5,000.00
2	2	3			\$520.00
3	1	2	Lead4ward supplies		\$300.00
3	1	3	Attendance at PD		\$1,000.00
3	2	3			\$4,000.00
3	3	3	Resources will be based on SBMD decisions		\$10,000.00
3	3	4	Admittance to field trips		\$5,000.00
4	2	1	Incentives		\$500.00
4	3	2	Parent Engagement		\$2,000.00
Sub-Total					\$107,575.00
Budgeted Fund Source Amount					\$107,575.00
+/- Difference					\$0.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Instructional Materials	199 PIC 25 State Bilingual/ESL	\$200.00
1	1	2			\$500.00
1	1	4	Books		\$500.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Blended Learning Materials		\$500.00
1	2	5	Supplies for reading book clubs and projects		\$5,000.00
1	2	7			\$45,052.93
1	4	4			\$2,000.00
1	4	5			\$77,291.46
1	5	1			\$161,977.45
2	3	2			\$1,000.00
Sub-Total					\$294,021.84
Budgeted Fund Source Amount					\$294,021.84
+/- Difference					\$0.00

199 PIC 25 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$4,750.00
4	2	2	Parent Engagement		\$1,000.00
Sub-Total					\$5,750.00
Budgeted Fund Source Amount					\$5,750.00
+/- Difference					\$0.00
Grand Total Budgeted					\$407,346.84
Grand Total Spent					\$407,346.84
+/- Difference					\$0.00