

Spring Independent School District

Beneke Elementary

2023-2024 Improvement Plan



Mission Statement

The primary goal of the Beneke Community is for students to excel academically and act responsibly displaying good citizenship in a positive environment.

Vision

Beneke Elementary is committed to encouraging all students to strive for excellence. Our goal is to cultivate life-long learners who have a passion for creativity, diversity, and respect for their community. We are a family who recognizes the value of partnerships and the potential in empowering our students to discover their strengths. We believe all children can and will learn. We believe in setting high expectations. We believe in being the catalyst for change. More importantly, we believe in stepping outside of the box.

Value Statement

"Building a Better Future --Together"

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Goals	15
Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students	15
Goal 2: Equity - Remove unacceptable barriers to student and staff success	33
Goal 3: Engagement - Empower family and student voices in support of positive student outcomes	37
Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met	39
Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel	42
Goal 6: Leadership - Identify and support all leaders across every level of the organization	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Beneke Elementary was established in 1986, which makes the school 37 years old. Beneke Elementary is a pre-kindergarten through fifth-grade Title I campus located in Spring ISD in Houston, TX. Spring ISD serves over 33,000 pre-kindergarten through twelfth-grade students in a diverse and growing district located 20 miles north of downtown Houston in an urban area of Harris County. The purpose of this improvement plan is to focus on the 2023-2024 school year by using demographic information from snapshot dated in 2022 as well as EOY data in May 2023. The current student enrollment at Beneke Elementary is 585, which is a slight decrease from the 2022-2023 school year which was at 637 students at snapshot. Data from August 2022 indicates that the Hispanic student group is the largest population with 399 students. The African American student group is the second largest with 175 students, followed by the Asian student group with 29 students. The White and American Indian student groups are the smallest with a total of 20 students and 1 student classified as Native Hawaiian/Pacific Islander. There are 13 students classified as Two-or-More Races. Out of the 637 students enrolled for the 2022-2023 school year students enrolled, 68% are listed as At Risk, 10% are in the Gifted and Talented program, 12.4% receive Special Education services, 86% are listed as Economically Disadvantaged, 45% listed as LEP. The overall attendance for the 2022-2023 was 94.3%.

Demographics Strengths

- Beneke Elementary benefits from a diverse population with students in each subgroup: African American, Hispanic, Asian, White, and American Indian.
- In addition, Beneke has been able to attract and retain highly qualified, high achieving teachers who implement best practices to ensure academic success for all students.
- Based on the TAPR report, 18.1% of teachers have 6-10 years of experience, 40.2% have 11-20 years of experience, and 10% have greater than 20 years of experience.
- The teacher-student ratio of 12.8 to 1 is lower than the state average of 15.3 to 1, which allows for a higher percentage of teacher-student interaction and individualized support.
- The campus mobility rate of 13.1% is lower than the district's average of 19.1%.
- The average yearly attendance rate at Beneke is higher than the average yearly attendance rate in the district.
- Student-teacher ratio is lower than the district.
- The number of parents that participated in the School Quality survey increased from 27 participants in 2015-2016, 38 participants in 2016-2017, to 219 participants in 2017-2018, to 420 participants in 2018-2019. There was no Parent Survey done from 2019-2021 due

to COVID.

- Parent Perception of Overall School Quality

2016-2017 = 84%

2017-2018 = 92%

2018-2019 = 94%

2021-2022 = 93%

- 2022-2023= 93%

- Staff Ratings on the School Quality Survey

Academic Support - 94%

Student Support - 100%

School Leadership - 90%

Family Involvement - 96%

Safety and Behavior - 91%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. **Root Cause:** Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.

Student Learning

Student Learning Summary

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on state standardized tests and graduation rates. The ratings examine student achievement, student progress, efforts to close the achievement gap, and postsecondary readiness.

In 2022-2023, students were tested in STAAR using the new STAAR question formats. The STAAR ELA test was redesigned to include reading and writing. The new format included short and extended response items as well as revising and editing passages for all grade levels. Students in grades K-2 were administered MClass and MAP.

Final Achievement data for TELPAS and STAAR is not available due to state reporting dates being moved to August of 2023. Data included in this summary is preliminary.

Preliminary STAAR data shows a slight decrease in third grade and fourth grade reading scores with an increase in fifth grade reading performance. The overall reading data for grades 3-5 indicates that 70% of students are approaching grade level with 40% at meets and 13% at masters. Our African American students and economically disadvantaged students showed a decrease in approaches, meets, and masters and all other sub groups showed growth.

Our students in the Gifted and Talented program showed a decrease in meets and masters on 2022-2023 Reading STAAR assessment.

Preliminary STAAR data for Math shows a slight decrease in third grade math scores with an increase in fourth and fifth grade math performance. The overall math data for grades 3-5 indicates that 69% of students are approaching grade level with 42% at meets and 13% at masters. Our Emergent Bilingual students and special education students showed a decrease in approaches, meets, and masters. and all other sub groups showed growth.

Preliminary STAAR data for Science shows 29% approaches, 10% meets, and 4% masters. This is an area of concern for the campus and indicates that science instruction needs to be a priority for all grade levels. The hand-on experiments and application skills need to be aligned. In addition, students need support with bridging the content to the assessment.

Preliminary TELPAS data indicates most kindergarten and first grade students are performing at the beginning level for listening, speaking, reading, and writing. The data shows growth in all four domains in second and third grade, and a decline in all four domains for fourth and fifth grade. The campus and district has purchased Summit K-12 with a focus on fourth and fifth grade.

Based on mClass data, we can conclude that students testing in English moving from first grade to second grade are not performing at grade level which indicates we need to support Tier 1 instruction at the first grade level.

Based on MAP data, we can conclude that 24% to 28% of students in Kindergarten through fifth grade are performing below grade level in math. This indicates we need to support Tier 1 math instruction with a focus on DOI and first year teachers.

Circle assessment data for PK students indicates that students are entering kindergarten with the skills necessary to be successful. Early writing indicators show that although still strong, this is an area where PK students are showing more of a struggle. This trend continues across the grade levels and contributes to a

decline in scores on STAAR ELA.SLAR.

Throughout the year, student achievement data was disaggregated through an extensive data analysis process which occurred after each benchmark. Teachers met in Professional Learning Communities (PLC) to analyze data, plan instruction, compare instructional practices, and practice various ways to deliver instruction. Teachers and administrators tracked data according to TEKS and objectives by utilizing Eduphoria. This program allows for data analysis by ethnicity groups, programs, individual teachers, and through item analysis. The data collected was sorted and arranged to identify students in need of additional assistance during WIN Time (Whatever is Necessary). Monday-Friday, teachers pull students for WIN intervention groups. In addition, performance data is compared by class, campus, district and state (campus assessments, benchmark, STAAR, DRA, TELPAS etc.). Along with campus assessments and benchmark scores, teachers and administrators tracked performance on MAP/Renaissance and DRAs. Monitoring students performance is a continuous effort that requires specific, targeted action steps. Students not showing adequate progress are referred to RtI for additional support such as pull-outs and after-school tutoring. The longitudinal STAAR data indicates a need for a greater focus in SpEd and in science. Therefore, this year, SpEd teachers were required to attend PLC meetings and collaborate with general education teachers. Student performance decreased on the science STAAR assessment. The Science Task Force at Beneke Elementary will work closely together throughout the year to create lessons and assessments and monitor student performance.

Student Learning Strengths

STAAR 2022-2023

3rd Grade Reading Students

14% of the students met Masters Standard

42% of the students met Meets Standard

69% of the students met Approaches Standard

3rd Grade Math Students

12% of the students met Masters Standard

28% of the students met Meets Standard

64% of the students met Approaches Standard

4th Grade Reading Students

11% of the students met Masters Standard

37% of the students met Meets Standard

68% of the students met Approaches Standard

4th Grade Math Students

17% of the students met Masters Standard

49% of the students met Meets Standard

64% of the students Met Approaches Standard

5th Grade Reading Students

13% of the students met Masters Standard

41% of the students met Meets Standard

73% of the students met Approaches Standard

5th Grade Math Students

9% of the students met Masters Standard

48% of the students met Meets Standard

79% of the students met Approaches Standard

TELPAS

2022-2023 School Year Beneke tested 262 students on TELPAS with composite scores as follows:

32% scored Beginning level

35% scored Intermediate level

24% scored Advanced level

10% scored Advanced High level or 36 Students

Circle

Language & Literacy EOY

97% of students on track with 3% needing support

Mathematics EOY

94% of students on track with 6% needing support

Spanish Language & Literacy EOY

100% of students on track

Spanish Mathematics EOY

100% of students on track

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. **Root Cause:** The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.

Problem Statement 2 (Prioritized): According the 2022-2023 STAAR Science results fifth grade decreased from 47% approaches to 29% approaches. **Root Cause:** Science instruction has not been a priority in lower grades. The gap between hands-on experiments and application. The bridge between classroom instruction and the rigor of STAAR.

School Processes & Programs

School Processes & Programs Summary

Beneke Elementary is a data-driven school where teachers utilize various resources to make informed decisions regarding planning, adjusting, and delivering instruction. Teachers meet weekly with the instructional coaches to plan and prepare effective lessons. During those meetings, multiple sources of data are analyzed and utilized to ensure that lessons are being created based on students' academic performance. The curriculum and assessments are guided by the district's scope and sequence which is aligned to state standards. In addition, teachers utilize the unit guides, checkpoint and benchmark blueprints, STAAR blueprints, English Language Proficiency Standards(ELPS), instructional framework, and the curriculum overview. To ensure that the needs of "ALL" students are met; teachers are required to obtain their ESL and GT certification. 100% of the teachers have obtained their GT certification. In addition, 100% of the teachers instructing students in the ELL program are ESL certified.

Along with analyzing data and making sound instructional decision, teachers at Beneke Elementary receive consistent feedback through walkthroughs and observations. This feedback is stored in Eduphoria where teachers have complete access 24 hours a day. Feedback is provided to teachers within 48 hours of a walkthrough or observation in an effort to provide optimal time for coaching. Feedback is also provided during BOY, MOY, and EOY reviews. Teachers have improved in the area of instructional delivery resulting in an increase in student performance on the STAAR assessment.

In order to attract and retain highly qualified staff, an extensive array of professional development trainings are provided within the district and on campus. Teachers are able to design individualized professional development plans tailored to their needs and the needs of their students. Members of the leadership staff attend job fairs throughout the year to recruit highly qualified teachers. To complement these recruiting efforts, Spring ISD offers a highly competitive salary to attract and retain teachers. Hard to staff positions, such as bilingual teachers, receive a stipend.

At Beneke Elementary, there are 76 staff members and for the 2023-2024 school year only 9 positions had to be filled. This low attrition rate can be attributed to the family-oriented environment and the positive, collaborative culture established by the staff members at Beneke. All teachers support and assist one another in ensuring that the needs of the students are a top priority.

A school-wide intervention block occurs daily from 8:05-8:55 a.m. to ensure that all students receive additional assistance. WIN (Intervention) groups are established based on the academic performance on each assessment or exit ticket. Teachers use this time to work one on one and in small groups with identified students. Administrators monitor and support WIN time daily.

To help develop and coach teachers, all teachers who are new to the campus receive a mentor or buddy. The purpose of the mentoring program is to ensure the success of the teachers and students. When teachers feel supported, retention levels increase. Teachers with less than one year experience receive a mentor, a week of on-boarding at the new teacher academy, orientation on their home campus, weekly collaborative PLC meetings with their team, weekly team meetings, and other professional development opportunities. All teachers, especially novice teachers, have reported feeling supported and coached well at Beneke.

School Processes & Programs Strengths

Data-driven decisions are made weekly during PLC meetings to address the needs of all students.

Title I funds are allocated to hire retired teachers as part-time interventionists that provide extra support for Tier II and Tier III students.

Title I funds are allocated to hire a .5 FTE to provide student interventions and instructional support to staff.

Web-based programs such as Measures of Academic Progress (MAP) are utilized to strengthen instruction and target student deficits.

Weekly PLC meetings are held to analyze data, plan instruction and practice instructional delivery.

Weekly team planning sessions occur with the instructional coach to assist teachers in designing effective lessons.

Consistent feedback (walkthroughs and observations) is provided utilizing the Get Better Faster Model.

Low teacher attrition rate/ability to retain HQ teachers provides stability to the Beneke community.

District funds are allocated for a Student Support Specialist that will serve as an interventionist to support and monitor students in RtI. This individual will also conduct campus decision point meetings every six weeks to monitor the progress of students receiving RtI interventions.

All staff members are required to obtain their GT certification and all teachers instructing ESL students are required to obtain their ESL certification.

The district funded Literacy Coach will support pre-k through 5th-grade teachers with instructional needs.

The district funded Math Coach will support pre-k through 5th-grade teachers with instructional needs.

All staff members are trained to implement CHAMPS and Teach Like a Champion strategies.

The Campus Advisory Team meets four to five times a year to discuss program funding, parental involvement, culture/climate, and other campus needs.

The Leadership Team meets weekly to discuss teacher performance, student data, and campus concerns/needs.

The Rigor/Relevance framework will be utilized to improve high-level questioning, learning connections, and academic discussions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. **Root Cause:** PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Perceptions

Perceptions Summary

Beneke Elementary follows the core beliefs of Spring ISD, which are: reach every student, excellence in every school, high performance from every employee, opportunity and choice for every family, and engage stakeholders in every community. In an effort to support the district's core beliefs, the Beneke community strives for students to excel academically and act responsibly displaying good citizenship in a positive environment. The district and campus value statement is "We Win as a Team."

According to the School Quality Survey that was last completed, the climate of the school is described as positive by both the students and the staff at Beneke. The overall quality of the school was at 64% excellent according to parents and 45% excellent according to staff. The survey indicated 92% of parents at Beneke feel that staff members treat them with respect. According to the survey 91% of parents and 90% of the staff state that Beneke is a safe place.

In reviewing the discipline record for the last two years, office referrals remain low resulting in students remaining in classrooms instead of being sent out for discipline. As a result of discipline being controlled, it helps the campus focus primarily on student achievement. The campus has remained constant with no referrals to DAEP, and anti-bullying programs are in place to assist students with preventative measures. Professional development, restorative discipline, and character education classes from the counselor continue to be successful and will be evaluated each year.

As part of the school health and wellness for our students, staff, and community, the campus has participated in numerous activities that support healthy living and nutritional well being. The campus hosted a health fair open to the community that provided information on healthy living. Campus members are made aware of various district activities involving health and fitness.

Beneke elementary has created a welcoming and safe school environment for students, staff, and parents. It is our goal to continue to include parents and the community in the decision making of the students we serve. Our current parent liaison works diligently to ensure that there are several opportunities for parents to participate in activities on campus as well as provide feedback on ways to improve. The principal along with the leadership team meets monthly with parents to encourage input from parents on how to better serve the community. Beneke elementary provides printed material in English and Spanish as well as translators for school events to ensure that our Spanish speaking community members feel informed. We make sure that our routines are strategically planned and procedures are consistent to ensure safety and order.

The existing evidence that families and community members are an integral part of the success of the school can be found through sign-in sheets, agendas, and flyers advertising school events. The activities that occur throughout the year include, but are not limited to: Donuts for Dad, Chic-fil-A Night, Beneke's Best. Additionally, community members have partnered with Beneke to volunteer and support the school's efforts. Those partnerships include but are not limited to: Fallbrook Church, Chick-Fil-A, Centric Wealth, Scanables, Fashion Forest, Sound NDT Solutions .

Parents and the community are involved through completion of surveys, school compact, Title 1, CIP committee, LPAC and PTO. Services to support families include: Health Fair, Counseling Services, Drug Awareness Week, and Parent Conferences.

Perceptions Strengths

According to the 2022-2023 School Quality Survey:

Parents ratings:

- 64% of parents reported that the overall quality of the school is excellent
- 87% of parents reported that the school has high learning standards for all students
- 87% of parents reported that teachers set high expectations for all students
- 83% of parents reported that teachers give timely and helpful feedback about student work
- 89% of parents reported that families are informed about school-sponsored activities and events
- 92% of parents believe that school leadership responds to their needs and concerns.
- 86% of parents believe that the school makes an effort to involve them in campus activities.
- 86% of the parents believe that discipline is enforced fairly, which is an increase from 82% the previous year.

Staff Ratings

- 31% of staff members believe that the overall quality of the school is excellent
- 94% of staff members believe that the school has high standards for all students
- 100% of staff members believe that the teachers set high expectations for all students, which is an increase from 91% the previous year.
- 92% of staff members believe that teachers give timely and helpful feedback about student work
- 96% of staff members believe that families are informed about school-sponsored activities and events, which is an increase from 92% the previous year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 2022-2023 school quality survey 58% of parents reported the school respects and values input provided by families. **Root Cause:** The parents had limited access to the campus and events on campus.

Priority Problem Statements

Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis.

Root Cause 1: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: According the 2022-2023 STAAR Science results fifth grade decreased from 47% approaches to 29% approaches.

Root Cause 2: Science instruction has not been a priority in lower grades. The gap between hands-on experiments and application. The bridge between classroom instruction and the rigor of STAAR.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to the 2022-2023 school quality survey 58% of parents reported the school respects and values input provided by families.

Root Cause 3: The parents had limited access to the campus and events on campus.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%.

Root Cause 4: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science.

Root Cause 5: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.

Problem Statement 5 Areas: Student Learning

Goals

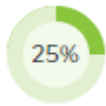
Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students






Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %

Approaches	70%	to	73%
Meets	40%	to	43%
Masters	13%	to	16%

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with instructional materials and resources to facilitate small groups to help bridge learning gaps. Strategy's Expected Result/Impact: To increase student achievement by 3% or more categories of approaches, meets, and masters as measured by STAAR. Staff Responsible for Monitoring: Administrators Specialist Teachers Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: Read Alouds for the Classroom - 211 Title I, Part A - \$500	Formative			Summative
	Oct	Jan	Mar	June
	 25%			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will be provided with coaching and professional development opportunities to enhance differentiated classroom instruction to meet the needs of all students. Strategy's Expected Result/Impact: To increase student achievement by 3% or more categories of approaches, meets, and masters as measured by STAAR. Staff Responsible for Monitoring: GT Coordinator Administrators Teachers Literacy Interventionist Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.


Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students






Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 % 2024 %

Approaches	69%	to	72%
Meets	42%	to	45%
Masters	13%	to	16%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The math coach will work in collaboration with the Eureka Coach to strengthen instruction through PLC topic studies, in class support, observation and feedback sessions. (Target coaching cycle)</p> <p>Strategy's Expected Result/Impact: To increase student achievement by 3% or more categories of approaches, meets, and masters as measured by STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Math Interventionist Math Coach Eureka Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: The teachers will analyze assessment data to provide differentiated classroom instruction and targeted intervention to meet the needs of all students. Strategy's Expected Result/Impact: To increase student achievement by 3% or more in the reporting categories of approaches, meets, and masters as measured by STAAR Staff Responsible for Monitoring: Administrators Teachers Math Interventionists Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.


Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

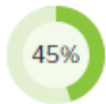




Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 % 2024 %

Approaches	29%	to	32%
Meets	10%	to	13%
Masters	4%	to	7%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The teachers will plan with the science coach, utilize ThinkUp Science materials, IXL Learning, plan science units with Region 4 Gateways to Science, attend professional development, attend the CAST conference, and observe master teachers within the district.</p> <p>Strategy's Expected Result/Impact: The teachers will deepen their content knowledge and learn effective strategies to make the transfer from hands-on activities to assessment questions.</p> <p>Staff Responsible for Monitoring: Administrators Science Coach/Student Support Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: ThinkUp Student Editions 3rd-5th, ThinkUp TE Editions 3rd-5th - 211 Title I, Part A - \$4,500, Gateways to Science - 211 Title I, Part A - \$2,500, IXL Learning - 211 Title I, Part A - \$4,200</p>				

Strategy 2 Details		Reviews			
Strategy 2: The campus will provide summer science camp, science tutorials, and science STAAR boot camp to provide additional exposure to science TEKS and build foundational skills. Strategy's Expected Result/Impact: To increase student achievement by 3% or more in the reporting categories of approaches, meets, and masters as measured by STAAR. Staff Responsible for Monitoring: Administrators Science Coach/Student Support Specialist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue


Performance Objective 3 Problem Statements:

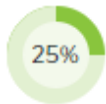




Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
Problem Statement 2: According the 2022-2023 STAAR Science results fifth grade decreased from 47% approaches to 29% approaches. Root Cause: Science instruction has not been a priority in lower grades. The gap between hands-on experiments and application. The bridge between classroom instruction and the rigor of STAAR.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	94%
Letter-Sound Correspondence	90%
Early Writing	90%

Strategy 1 Details	Reviews			
Strategy 1: Circle Data will drive instruction to increase phonological awareness, letter-sound correspondence and early literacy and writing skills. Strategy's Expected Result/Impact: Students will show growth in early literacy skills and writing on informal and formal assessments. Staff Responsible for Monitoring: Administrators PK Teachers PK Paraprofessionals Literacy coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide small group instruction based on data from monthly assessments prioritizing phonological awareness, letter-sound correspondence and early literacy and writing skills. Strategy's Expected Result/Impact: Students will show growth in early literacy skills and writing skills on informal and formal assessments Staff Responsible for Monitoring: Administrators PK Teachers PK Paraprofessionals Literacy coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					


Performance Objective 4 Problem Statements:






Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

Overall Math 2023 Percentage
91%

Strategy 1 Details		Reviews			
Strategy 1: Circle Data will drive instruction to increase overall math skills with a focus on counting skills, shape naming and discrimination, operations, and number identification. Strategy's Expected Result/Impact: Students will show growth on informal and formal assessments targeting early math skills. Staff Responsible for Monitoring: Administrators PK Teachers PK Paraprofessionals Math coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide small group instruction and differentiated math stations using math manipulatives to provide a hands-on approach, to meet the needs of all students. Strategy's Expected Result/Impact: Students will show growth on informal and formal assessments targeting early math skills Staff Responsible for Monitoring: Administrators PK Teachers PK Paraprofessionals Math coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					


Performance Objective 5 Problem Statements:






Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 75%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Teachers will use campus wide WIN time (intervention/enrichment block) to provide small group instruction, cooperative learning groups, and independent practice to close achievement gaps and provide enrichment for students performing on grade level.</p> <p>Strategy's Expected Result/Impact: By May 2024, 60% of students in grades K-2 will perform on or above grade level on mClass.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Literacy Coach Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Chromebooks will be provided for students (1:1) to access digital resources allowing them to practice literacy skills through resources such as Amplify Boost, Amira and Progress Learning. Strategy's Expected Result/Impact: By May 2024, 60% of students in grades K-2 will perform on or above grade level on mClass. Staff Responsible for Monitoring: Administrators Teachers Literacy Coach Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					


Performance Objective 6 Problem Statements:






Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 49%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Teachers will use campus wide WIN time (intervention/enrichment block) to provide small group instruction, cooperative learning groups, and independent practice to close achievement gaps and provide enrichment for students performing on grade level.</p> <p>Strategy's Expected Result/Impact: By June 2024, 68% of students in grades 3-5 will meet growth goal.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Literacy Coach Student Support Specialist Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will participate in weekly PLCs and analyze data during DDAPs to monitor and adjust instruction with the support of the Literacy Coach to focus on lowest performing TEKS. Strategy's Expected Result/Impact: Students will show growth on MAP during MOY and EOY assessments. By June 2024, 68% of students in grades 3-5 will meet growth goal. Staff Responsible for Monitoring: Administrators Teachers Interventionist Tutors Student Support Specialist Literacy Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue


Performance Objective 7 Problem Statements:






Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 59%

Strategy 1 Details	Reviews			
Strategy 1: Improve Tier 1 math instruction through the use of Eureka math, coaching, modeling, feedback, and effective planning to focus on student progress. Strategy's Expected Result/Impact: 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal". Staff Responsible for Monitoring: Math Coach Teachers Administration Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Utilize blended learning instruction using progress learning and ST Math to close learning gaps and prepare students for grade level content. Strategy's Expected Result/Impact: Math learning gaps will be closed and students will meet math growth goals. Staff Responsible for Monitoring: Math Coach Teachers Administration Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue


Performance Objective 8 Problem Statements:






Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 94.5%

Strategy 1 Details	Reviews			
Strategy 1: Incentives will be provided for students with perfect attendance at the Beneke Best Award Ceremony. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Attendance clerk SIMS clerk Principal Assistant Principal Teachers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				


Strategy 2 Details	Reviews			
Strategy 2: Incentives provided on a weekly basis for grade levels and teachers with the highest attendance. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Attendance clerk SIMS clerk Principal Assistant Principal Teachers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Strategy 1 Details	Reviews			
Strategy 1: Beneke will continue to use our PLC time as well as our structured acceleration/intervention block that focuses on meeting all students where they are to close the achievement gaps. Strategy's Expected Result/Impact: Student achievement will increase and learning gaps will decrease by 5% Staff Responsible for Monitoring: Administrators Student Support Specialist Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: Summit K-12 - 211 Title I, Part A - \$5,420	Formative			Summative
	Oct	Jan	Mar	June
				


Strategy 2 Details		Reviews			
Strategy 2: Beneke will continue to provide tutorial opportunities in the fall and spring leading up STAAR testing that will support at-risk students and special populations in the area of reading. Strategy's Expected Result/Impact: Student achievement will increase and learning gaps will decrease by 5%. Staff Responsible for Monitoring: Administrators Student Support Specialist Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: Toner, Paper, Pencils - 199 State SCE - State Compensatory Education (PIC - \$6,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
Strategy 1: Beneke will continue to use our PLC time as well as our structured acceleration/intervention block that focuses on meeting all students where they are to close the achievement gaps in math. Strategy's Expected Result/Impact: Student achievement will increase and learning gaps will decrease by 5% Staff Responsible for Monitoring: Administrators Student Support Specialist Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				


Strategy 2 Details		Reviews			
Strategy 2: Beneke will continue to provide tutorial opportunities in the fall and spring leading up STAAR testing that will support at-risk students and special populations in the area of math. Strategy's Expected Result/Impact: Student achievement will increase and learning gaps will decrease by 5% Staff Responsible for Monitoring: Administrators Student Support Specialist Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: Toner, Paper, Pencils - 199 State SCE - State Compensatory Education (PIC - \$3,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 70% rate .

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be provided multiple opportunities to participate and volunteer at campus events. The events include, but are not limited to, Coffee and Conversation with the Principal, Open House, curriculum events, graduation, Beneke Best, lunch with students, parent teacher conferences, and celebrations.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase by 12% or more</p> <p>Staff Responsible for Monitoring: Administrators Leadership team</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Toner for printing resources and flyers, paper, laminating supplies - 211 Title I, Part A - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				


Strategy 2 Details		Reviews			
Strategy 2: The principal will communicate with families regularly through weekly Beneke Blast newsletters weekly, monthly Coffee and Conversation with the Principal to provide information and receive parent feedback and call outs with important reminders, as needed. Strategy's Expected Result/Impact: Parent involvement will increase by 12% or more Staff Responsible for Monitoring: Administrators Teachers Student Support Specialist Counselor Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.
Perceptions
Problem Statement 1: According to the 2022-2023 school quality survey 58% of parents reported the school respects and values input provided by families. Root Cause: The parents had limited access to the campus and events on campus.

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will utilize Quaver SEL lessons for 15-20 minutes daily. A pre and post survey will be completed by staff and students to assess social emotional culture on the campus.</p> <p>Strategy's Expected Result/Impact: The students will develop conflict resolution skills.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>Title I: 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: The counselor will provide small group social emotional intervention and whole group character education lessons. Strategy's Expected Result/Impact: Classroom conflicts will decrease to improve the learning environment. Staff Responsible for Monitoring: Administrators Counselor Teachers Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: A safe and secure learning environment will be provided for all students and staff members. Beneke Elementary will demonstrate a commitment to safety and security by implementing emergency drills monthly utilizing Raptor. Strategy's Expected Result/Impact: Safe environment Staff Responsible for Monitoring: Principal Assistant Principal Leadership Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.






School Processes & Programs

Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis.
Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will participate in the district success walk in the fall and spring semesters to visit homes, apartment complexes and businesses, in our attendance zone, to increase awareness of school events and provide opportunities for parent and community participation.</p> <p>Strategy's Expected Result/Impact: Increase attendance Increase parent and community involvement.</p> <p>Staff Responsible for Monitoring: Administrators Leadership Team Teachers</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				






Strategy 2 Details		Reviews			
Strategy 2: Teachers will contact parents when a student is absent. Once a student reaches 3 absences the front office as well as the AP or Principal will reach out to the parent to see if any assistance is needed to get the student(s) to school. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Administrators Attendance Clerk Leadership Team Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Beneke in the primary grade levels for the 2022-2023 school year are below 94% with a campus average of 94.3%. Root Cause: Attendance in Pre Kindergarten and first grade were lower than all other grade levels on the campus for the 2022-2023 school year.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.






Strategy 1 Details		Reviews			
Strategy 1: The principal will communicate all professional development opportunities provided by the district and campus to support staff with passport completion requirements. Strategy's Expected Result/Impact: 100 percent of staff will complete their passport requirements Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
Problem Statement 2: According the 2022-2023 STAAR Science results fifth grade decreased from 47% approaches to 29% approaches. Root Cause: Science instruction has not been a priority in lower grades. The gap between hands-on experiments and application. The bridge between classroom instruction and the rigor of STAAR.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details		Reviews			
Strategy 1: The Principal and Assistant Principal will attend all required trainings and conduct calibration walks with the leadership team. The Principal and Assistant Principal will use the Microsoft Surface Pro to conduct calibrations and attend all required trainings. Strategy's Expected Result/Impact: 100% compliance with T-TESS Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Microsoft Surface Pro for Principal and Assistant Principal - 211 Title I, Part A - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The teachers struggled to deliver effective Tier 1 instruction in the areas of reading, math, and science. Root Cause: The coaching, feedback, and professional development was not specific to meet the individual needs to the teacher to support growth with instruction.
School Processes & Programs
Problem Statement 1: Professional Learning Community meetings were not specific to meet the needs of the teachers in the areas of learning, planning, practice and data analysis. Root Cause: PLC meetings were broad with general campus information that was not specific to the individual needs of the teachers.