

Spring Independent School District
Beneke Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: B



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"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beneke Elementary was established in 1986, which makes the school 36 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 36,000 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 2022-2023 school year by using demographic information from snapshot dated in 2021 as well as EOY data in May 2022. The current student enrollment at Beneke Elementary is 660, which is a slight increase from the 2021-2022 school year which was at 638 students at snapshot. Data from August 2021 indicates that the Hispanic student group is the largest population with 406 students. The African American student group is the second largest with 163 students, followed by the Asian student group with 30 students. The White and American Indian student groups are the smallest with a total of 13 students and 4 students classified as Native Hawaiian/Pacific Islander. There are 9 students classified as Two-or-More Races. Out of the 660 students enrolled for the 2022-2023 school year students enrolled, 79% are listed as At Risk, 8.6% are in the Gifted and Talented program, 14.8% receive Special Education services, 82.7% are listed as Economically Disadvantaged, 48.3% listed as LEP. The overall attendance for the 2021-2022 was 94%.

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, 28.99% of teachers have 6-10 years of experience, 31.1% have 11-20 years of experience, and 13.3% have greater than 20 years of experience.
- The teacher-student ratio of 15.4 to 1 is lower than the state average of 19 to 1, which allows for a higher percentage of teacher-student interaction and individualized support.
- The campus mobility rate of 17.9% is lower than the district's average of 22.8%.
- 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

2015-2016 = 78%

2016-2017 = 84%

2017-2018 = 92%

2018-2019 = 94%

- 2021-2022 = 93%

- Staff Ratings on the School Quality Survey

Academic Support - 96%

Student Support - 100%

School Leadership - 96%

Family Involvement - 97%

Safety and Behavior - 96%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on the 2022 TEA STAAR Report, students receiving SpEd services scored lower than the other student groups in reading, math, and Science. **Root Cause:** Scaffolding instruction and training was provided to the inclusion teachers but not monitored with fidelity as with Gen Ed teachers.

Problem Statement 2: The overall Science performance in 5th Grade decreased from 57.99% to 55.85% **Root Cause:** There was a concentrated effort on application and not application and experiments.

Problem Statement 3 (Prioritized): According to the 2021-2022 School Quality Survey 52% of the parents strongly agree that decisions are made with the best interest of the students in mind and 35% agree. 53% of Campus staff strongly agree and 35% agree. **Root Cause:** School personnel should share information in a timely manner and get input from parents/guardians before making decisions.

Problem Statement 4 (Prioritized): According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98% **Root Cause:** Students in both PreK and K had lower attendance rates than 1-5th Grades.

Problem Statement 5 (Prioritized): According to the 2022 K12 Insight survey 88% of parents and 96% of staff feel the school staff are aware of the safety and security procedures. **Root Cause:** Teachers are here in the building during the drills and instructions whereas the parents are not.

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.

Domain 1: Student Achievement 2019 - 2020 COVID year; 2020-2021 58%

Performance in the domains resulted in Beneke Elementary receiving a "Met Standard" rating from the Texas Education Agency in 2019.

The overall campus rating increased from **78% in 2016-2017 to 81% in 2017-2018 and now to 87% in 2018-2019.**

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 2021-2022

3rd Grade Reading Students

20% of the students met Masters Standard

34% of the students met Meets Standard

62% of the students met Approaches Standard

3rd Grade Math Students

11% of the students met Masters Standard

28% of the students met Meets Standard

56% of the students met Approaches Standard

4th Grade Reading Students

25% of the students met Masters Standard

50% of the students met Meets Standard

73% of the students met Approaches Standard

4th Grade Math Students

14% of the students met Masters Standard

41% of the students met Meets Standard

66% of the students Met Approaches Standard

5th Grade Reading Students

20% of the students met Masters Standard

33% of the students met Meets Standard

53% of the students met Approaches Standard

5th Grade Math Students

20% of the students met Masters Standard

33% of the students met Meets Standard

56% of the students met Approaches Standard

TELPAS

2021-2022 School Year Beneke tested 274 students on TELPAS and of those 27 students the composite scores were as follows:

26% scored Beginning level or 72 Students

32% scored Intermediate level or 87 Students

29% scored Advanced level or 79 Students

13% scored Advanced High level or 36 Students

Circle

Language & Literacy BOY

45 Students tested 36 students or 80% Needs Support 9 students or 1.8% On Track

Language & Literacy EOY

48 Students tested 7 students or 15% Needs Support and 41 students or 85% On Track

Mathematics BOY

45 Students tested 11 students or 24% Needs Support and 34 students or 76% On Track

Mathematics EOY

77 Students tested 4 students or 0.05% Needs Support and 73 or 95% On Track

Spanish Language & Literacy BOY

71 Students tested 68 students or 96% Needs Support and 3 students or .04% On Track

Spanish Language & Literacy EOY

65 Students tested 2 or .03% Needs Support and 63 or 97% On Track

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall science performance in 5th grade decreased from 57.99 to 55.85% **Root Cause:** There was a concentrated focus on application this year but I believe we need to do more hands on experiments to give the students experiential exposure.

Problem Statement 2: According to the May 2022 district data reports, the attendance rate for 2021-2022 school was 94%. This rate is 1.6% percentage points higher than the 92.5% that was in 2020-2021 and 4% points below the district goal of 98% **Root Cause:** Students who were in Kindergarten had a lower attendance rate than the other grade levels.

Problem Statement 3 (Prioritized): Based on the 2022 TEA STAAR Report, students receiving SpEd services scored lower than the other student groups in reading, math, and Science. **Root Cause:** Scaffolding instruction and training was provided to the inclusion teachers but not monitored with fidelity as with Gen Ed teachers.

Problem Statement 4: The overall Science performance in 5th Grade decreased from 57.99% to 55.85% **Root Cause:** There was a concentrated effort on application and not application and experiments.

Problem Statement 5 (Prioritized): According to the 2021-2022 School Quality Survey 52% of the parents strongly agree that decisions are made with the best interest of the students in mind and 35% agree. 53% of Campus staff strongly agree and 35% agree. **Root Cause:** School personnel should share information in a timely manner and get input from parents/guardians before making decisions.

Problem Statement 6 (Prioritized): According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98% **Root Cause:** Students in both PreK and K had lower attendance rates than 1-5th Grades.

Problem Statement 7: According to the May 2022 district data reports, the attendance rate for kindergarten during the 2021-2022 school year was 92.3%. This rate is 5.7% less than the district overall goal of 98% **Root Cause:** We focused on the tested grades with attendance incentives first and then looked at the lower grades and realized that we needed to target them also.

Problem Statement 8: Academic success requires teacher excellence, parent support and student willingness. This happens through communication, consistency, and building effective relationships and student/staff and parent pride in their school **Root Cause:** COVID closures/virtual learning and minimal volunteer, parent involvement opportunities caused a shift in these opportunities.

Problem Statement 9: Students in primary grades need quality instruction around phonics and reading skills to ensure they have the foundation of literacy mastered before moving to the grade-levels where they read to learn. Based on our data our PK Spanish speaking students are scored lower than our English speaking PK students. **Root Cause:** Lack of alignment between what scholars are being taught and what is being assessed. Lack of parental involvement.

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 79 staff members and for the 2022-2023 school year only 6 three 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 Six Steps for Effective Feedback 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: According to the May 2022 district data reports, the attendance rate for kindergarten during the 2021-2022 school year was 92.3%. This rate is 5.7% less than the district overall goal of 98% **Root Cause:** We focused on the tested grades with attendance incentives first and then looked at the lower grades and realized that we needed to target them also.

Problem Statement 2: Teachers experience challenges when there is a new curriculum or program being implemented. The district as a whole experienced challenges because the need was too great and materials were not getting to teachers/students in a timely manner to help with the implementation of the curriculum. **Root Cause:** Materials need to be distributed to teachers prior to school starting. Teachers need additional training on the implementation and lesson internalization.

Problem Statement 3 (Prioritized): The overall science performance in 5th grade decreased from 57.99 to 55.85 **Root Cause:** There was a concentrated focus on application and we need to focus on application and experiments.

Problem Statement 4 (Prioritized): According to the 2021-2022 School Quality Survey 52% of the parents strongly agree that decisions are made with the best interest of the students in mind and 35% agree. 53% of Campus staff strongly agree and 35% agree. **Root Cause:** School personnel should share information in a timely manner and get input from parents/guardians before making decisions.

Problem Statement 5 (Prioritized): According to the K12 Insight Survey only 8% of parents/guardians believe the staff members are responsive when students report bullying **Root Cause:** Students go home and report bullying/being picked on but do not report it to teachers/administrators.

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 campus' value statement is "We Win as a Team." The campus follows the guidelines of CHAMPS, a district initiative to increase positive student interactions. By utilizing CHAMPS, expectations are clearly communicated to students and staff members. Overall the campus has effectively implemented CHAMPS school-wide, which contributes to the overall safe and welcoming environment that fosters mutual respect among students, staff, and parents. The CHAMPS philosophy is taught to all students. As a result, students are treated with dignity and respect, taught the skills and behaviors needed for success, and motivated and encouraged through positive interactions. Research shows that building relationships with students reduces power struggles and behavior challenges. The staff at Beneke Elementary strives to build positive, meaningful relationships that promote healthy decision making and where misbehavior is viewed as a teaching opportunity. Staff members are provided with refresher trainings on CHAMPS at the beginning, middle, and end of each year to implement the essential skills with fidelity.

During the in-service week, teachers will receive an in-depth training on the CHAMPS model. This training will provide teachers with concrete, specific, and actionable teaching techniques that will increase student engagement and close the academic achievement gaps. The campus and district will focus on the following Teach Like a Champion strategies for the 2022-2023 school year: Threshold, Strong Start, Do Now, What to do, Strong Voice, 100% Narrate the Positive, Cold Call, No Opt Out, Habits of Discussion, and Exit Tickets.

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 70% excellent according to parents and 45% excellent according to staff. The parents also rated Beneke as having 87% of parents and 94% of staff feel that staff members treat them with respect. 96% of parents and 95% 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, CHAMPS implementation, and character education classes from the counselor continue to be successful and will be evaluated each year. Beneke Elementary has been officially registered as a No Place for Hate.

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. 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,

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 2021-2022 School Quality Survey:

Parents ratings:

- 70% of parents reported that the overall quality of the school is excellent
- 94% of parents reported that the school has high learning standards for all students
- 93% of parents reported that teachers set high expectations for all students
- 85% of parents reported that teachers give timely and helpful feedback about student work
- 92% 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, which is an increase from 85% the previous year.
- 94% of parents believe that the school makes an effort to involve them in campus activities, which is an increase from 88% the previous year.
- 90% of the parents believe that the school provides a safe environment and responds to discipline in a timely and fair manner, which is an increase from 83% the previous year.

Staff Ratings

- 45% of staff members believe that the overall quality of the school is excellent
- 96% of staff members believe that the school has high standards for all students
- 91% of staff members believe that the teachers set high expectations for all students
- 90% of staff members believe that teachers give timely and helpful feedback about student work
- 92% of staff members believe that families are informed about school-sponsored activities and events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the 2021-2022 K12 Insight Survey, only 70% of parents/guardians feel the quality of the school is excellent and 45% of campus staff feel it is excellent. While 23% of parents feel it is good and 45% of staff feel it is good. **Root Cause:** Have meeting with the teachers and leadership team to see what they feel we need to do to increase the overall quality of the school from the perspective of parents and staff.

Problem Statement 2: According to the K12 Insight Survey 72% of parents feel the teachers successfully show students how lessons relate to life outside of school while 87% of teachers feel they are. **Root Cause:** Work with the teachers and the leadership team to make certain that students understand the connection from what they are learning to the real world.

Problem Statement 3 (Prioritized): According to the K12 Insight Survey only 8% of parents/guardians believe the staff members are responsive when students report bullying **Root Cause:** Students go home and report bullying/being picked on but do not report it to teachers/administrators.

Problem Statement 4 (Prioritized): According to the 2021-2022 School Quality Survey 52% of the parents strongly agree that decisions are made with the best interest of the students in mind and 35% agree. 53% of Campus staff strongly agree and 35% agree. **Root Cause:** School personnel should share information in a timely manner and get input from parents/guardians before making decisions.

Priority Problem Statements

Problem Statement 2: Based on the 2022 TEA STAAR Report, students receiving SpEd services scored lower than the other student groups in reading, math, and Science.

Root Cause 2: Scaffolding instruction and training was provided to the inclusion teachers but not monitored with fidelity as with Gen Ed teachers.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 4: The overall science performance in 5th grade decreased from 57.99 to 55.85%

Root Cause 4: There was a concentrated focus on application this year but I believe we need to do more hands on experiments to give the students experiential exposure.

Problem Statement 4 Areas: Student Learning

Problem Statement 1: According to the 2021-2022 School Quality Survey 52% of the parents strongly agree that decisions are made with the best interest of the students in mind and 35% agree. 53% of Campus staff strongly agree and 35% agree.

Root Cause 1: School personnel should share information in a timely manner and get input from parents/guardians before making decisions.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: The overall science performance in 5th grade decreased from 57.99 to 55.85

Root Cause 6: There was a concentrated focus on application and we need to focus on application and experiments.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 5: According to the K12 Insight Survey only 8% of parents/guardians believe the staff members are responsive when students report bullying

Root Cause 5: Students go home and report bullying/being picked on but do not report it to teachers/administrators.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 3: According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98%

Root Cause 3: Students in both PreK and K had lower attendance rates than 1-5th Grades.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 7: According to the 2022 K12 Insight survey 88% of parents and 96% of staff feel the school staff are aware of the safety and security procedures.

Root Cause 7: Teachers are here in the building during the drills and instructions whereas the parents are not.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2023, 90% of students will reach at least Approaches and at least 60% will reach Meets on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 3 Approaches- 90%, Meets-60%, Masters-30%

Grade 4 Approaches- 90%, Meets-60%, Masters-30%

Grade 5 Approaches- 90%, Meets-60%, Masters-30%

Grades 3-5 Approaches- 90%, Meets-60%, Masters-30%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

High Priority

HB3 Goal

Evaluation Data Sources: Formative Assessment Data, STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols, Holdsworth Learning Opportunities provided to the principal during the 2 year training and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).</p> <p>Strategy's Expected Result/Impact: Assessment data from reading checkpoints and benchmarks will be analyzed within one week of each assessment. Intervention adjustments will be made based on student data to maintain a score of 70% or above.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The teachers will utilize the MAP(3rd -5th), Frog Street and Circle Data (K-2nd) to identify baseline performance for students in reading. Those students will be provided targeted interventions to address learning gaps. Teachers will be given materials such as carpet squares, plastic desks, supplemental reading and math books to help with their learning circles and small groups to help bridge their learning gaps</p> <p>Strategy's Expected Result/Impact: BOY, MOY, and EOY results will be analyzed to provide targeted interventions</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Student Support Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Student Carpet squares, plastic desks, supplemental reading and math materials - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To maintain our campus writing performance and continue to motivate and foster a love for writing, the Literacy Task Force, led by the Literacy Coach will align the literacy plan for K-5th throughout the campus. We will provide a writing camp, "Camp Write-A-Lot" for 4th grade students to motivate and increase their writing skills.</p> <p>Strategy's Expected Result/Impact: Students will maintain a score of 70% or above on writing assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Composition notebooks, pens, pencils and markers for the students - 211 Title I, Part A - \$2,000, Resources for GT Students - 199 State CTE - Career & Technical Education (PIC - \$4,500</p>	Formative			Summative
	Oct	Dec	Mar	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: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2023, 90% of students will reach at least Approaches and at least 60% will reach Meets on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 3 Approaches-90%, Meets-60%, Masters-30%

Grade 4 Approaches-90%, Meets-60%, Masters-30%

Grade 5 Approaches-90%, Meets-60%, Masters-30%

Grades 3-5 Approaches-90%, Meets-60%, Masters-30%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

High Priority

HB3 Goal

Evaluation Data Sources: BES will continue to start tutorials and Saturday school early in the year to help bridge the learning gaps of the students. 2022 STAAR Results, MAP data, checkpoint and benchmark data, and EOY .

Strategy 1 Details	Reviews			
<p>Strategy 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).</p> <p>Strategy's Expected Result/Impact: Teachers will increase their capacity for planning, lesson delivery, and analyzing data which will result in gains in student performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Teacher Supplies for Planning - 199 General Fund - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The administrative team will plan with the prekindergarten through 5th grade teachers to ensure the district's math curriculum (Frog Street and Eureka Math) is taught with fidelity.</p> <p>Strategy's Expected Result/Impact: The teachers will gain a deeper understanding of math standards, in analyzing data, and adjusting lesson delivery. As a result, math performance in prekindergarten through 5th grade will increase</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: Supplemental Curriculum Materials - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2023, 90% of 5th grade students will reach at least Approaches and at least 70% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 30% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 5 Approaches-90%, Meets-70%, Masters-30%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

High Priority

HB3 Goal

Evaluation Data Sources: To close performance gaps and support all sub-pops in attaining a minimum of 70% passing in science.

The campus task force will monitor instruction and ensure that lessons are taught to fidelity and students not successful on assessments are provided support.

Strategy 1 Details	Reviews			
<p>Strategy 1: Science checkpoints, benchmarks, and STAAR results will be analyzed to ensure that students score at or above 70%. Those students not scoring at or above 70% will get intensive interventions.</p> <p>Strategy's Expected Result/Impact: Science checkpoints, benchmarks, and STAAR results will be analyzed to ensure that students score above 70%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Science Task Force</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Science Materials for the Science Fair, beakers, lab materials - 211 Title I, Part A - \$4,000, Materials for GT Students for CCMR - 199 State CTE - Career & Technical Education (PIC - \$7,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Academic performance will be monitored through weekly assessments, Circle Data, exit tickets, checkpoints, benchmarks and STAAR.</p> <p>Strategy's Expected Result/Impact: Student performance will be monitored and academic performance will improve</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: After-school tutoring, Saturday School and assistance from interventionist will be provided for students scoring below 70% or not meeting progress measures on campus, district or state assessments. Paper and printing supplies as well as laminated materials will be provided for planning students work after school and on Saturday. Stemscores as well as Mentoring Minds will be used to supplement the curriculum used in the classrooms to help accelerate student learning</p> <p>Strategy's Expected Result/Impact: Weekly progress will be analyzed using progress monitoring forms to document growth. Tutorials and attendance will be monitored to ensure that students in need of additional support are attending</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Student Support Specialist, Team Leaders and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Paper, Stemscore books, pens, colored pencils - 211 Title I, Part A - \$19,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: To increase science performance throughout the campus, teachers will create rigorous lessons that are aligned with the state standards and participate in a school-wide Science Fair to increase awareness, knowledge of science ideas, concepts, and theories. The Science Fair will promote vertical and horizontal alignment of the science curriculum within the school climate.</p> <p>Strategy's Expected Result/Impact: Science checkpoints, benchmarks, and STAAR results will be analyzed to ensure that students score above 70%</p> <p>Staff Responsible for Monitoring: Principal and Science Task Force</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Science Materials - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The overall science performance in 5th grade decreased from 57.99 to 55.85% Root Cause: There was a concentrated focus on application this year but I believe we need to do more hands on experiments to give the students experiential exposure.</p>

Strategy 2 Details	Reviews			
<p>Strategy 2: Writing compositions will be collected monthly and reviewed to inform instructional decisions. Composition notebooks will be purchased for PK-2 students to help with the mechanics of writing.</p> <p>Strategy's Expected Result/Impact: PK Students will begin to see writing as a critical element to their learning and their mechanics of writing and comprehension of writing techniques will increase</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Composition Books, Pens and pencils - 199 General Fund - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Circle Data will be used to align instruction to phonological awareness, letter-sound correspondence and early writing</p> <p>Strategy's Expected Result/Impact: By aligning instruction, teachers can ensure that students are receiving instruction that meet the needs of critical learning opportunities</p> <p>Staff Responsible for Monitoring: Leadership Team, Instructional Specialists, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	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: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math 95% On Track

High Priority

HB3 Goal

Evaluation Data Sources: Circle Data, Teacher Made Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Intervention Progress Monitoring Forms will be utilized to track weekly progress of mastery towards skills.</p> <p>The students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, and benchmarks.</p> <p>Feedback from teachers will be used to evaluate the support and materials provided during the intervention/enrichment block to better meet the needs of the students.</p> <p>Strategy's Expected Result/Impact: Improved mastery on skills targeted</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, LLI</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Circle data to align instruction to math expectations and student growth measures</p> <p>Strategy's Expected Result/Impact: By aligning instruction, teachers can ensure that students are receiving instruction that meets the needs of critical learning opportunities</p> <p>Staff Responsible for Monitoring: Leadership Team, Instructional Specialists, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2023 (EOY), 80% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 80% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 3 70% On/Above (2022) to 80% On/Above (2023)

Grade 4 70% On/Above (2022) to 80% On/Above (2023)

Grade 5 70% On/Above (2022) to 80% On/Above (2023)

High Priority

HB3 Goal

Evaluation Data Sources: MAP data, checkpoint and benchmark data, and EOY benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: BES will continue to use our acceleration/intervention block to focus on meeting students needs to help close the achievement gap. During these acceleration/intervention blocks students will utilize their Chromebook and well as intervention materials purchased by the school. In an effort to make certain that the students have what they need BES will purchase 2 new Chromebook carts to help with keeping the Chromebooks charged as there are not enough outlets in the classrooms and trying to plug up 15+ Chromebooks in the classroom would be a safety hazard.</p> <p>Strategy's Expected Result/Impact: By the end of the academic year, 80% of the students will read on or above grade level. October: running records will yield at least 25% of students increasing by 5%. November: running records will yield at least 50% of students increasing by 5%. January: running records will yield at least 75% of students increasing by 5%. March: running records will yield at least 80% of students increasing by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Ford Ferrier Books and other supplemental materials - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
	Empty review cells			
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Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade KG 81% On/Above (2022) to 100% On/Above (2023)

Grade 01 74% On/Above (2022) to 95% On/Above (2023)

Grade 02 51% On/Above (2022) to 71% On/Above (2023)

Grade 03 71% On/Above (2022) to 91% On/Above (2023)

Grade 04 66% On/Above (2022) to 86% On/Above (2023)

Grade 05 63% On/Above (2022) to 83% On/Above (2023)

High Priority

HB3 Goal

Evaluation Data Sources: MAP data, Frog Street, Circle Data checkpoint and benchmark data, and EOY Benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).</p> <p>Strategy's Expected Result/Impact: Strategic teacher feedback for optimal gains in teaching and learning for both teachers and students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: After-school tutoring, Saturday School and assistance from interventionist will be provided for students scoring below 70% or not meeting progress measures on campus, district or state assessments. Teachers will use Eureka Math.</p> <p>Strategy's Expected Result/Impact: Weekly progress will be analyzed using progress monitoring forms to document growth. Tutorial and attendance forms will be monitored to ensure that students in need of additional support are attending tutorials</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Student Support Specialist, Team Leaders, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutorial Pay - 211 Title I, Part A - \$50,000</p>	Formative			Summative
	Oct	Dec	Mar	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: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2023 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

High Priority

HB3 Goal

Evaluation Data Sources: mClass Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The administrative team will plan weekly with teachers during PLC meetings to ensure that the district's curriculum, unit guides, and aligned district resources are utilized with fidelity</p> <p>Strategy's Expected Result/Impact: Academic performance will be monitored through weekly assessments, checkpoints and benchmarks.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The administrative team will support teachers in implementing the Amplify and Eureka curriculum with fidelity.</p> <p>Strategy's Expected Result/Impact: Evidence of implementation will be observed during walkthroughs and observations</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Bilingual Supplemental Resources - 199 State Bilingual/ESL (PIC 25, 35) - \$3,443</p>	Formative			Summative
	Oct	Dec	Mar	June
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Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2023, the campus attendance rate will improve to a minimum of 97%.

2019 rate: 95.8% 2020 rate 97.8% 2021 rate 96.6% 2022 rate 94.0%

Source: District - Year Over Year Attendance % by School (Decision Ed)

High Priority

HB3 Goal

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase and maintain the attendance rate to 98% for students and 95% for staff by providing incentives. Student incentives will include (dance party, Popsicle party, pizza party, ice cream sundae party, extra recess, popcorn party, etc.). Staff incentives will include recognition at the faculty meeting and small treats. Students with perfect attendance will also be recognized at each Beneke's Best assembly.</p> <p>Strategy's Expected Result/Impact: Attendance reports will be analyzed weekly to ensure the goal of 97% for students is met</p> <p>Staff Responsible for Monitoring: Counselor, Attendance Clerk, Attendance Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4 - Student Learning 6 Funding Sources: School Store Materials for the students - 211 Title I, Part A - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance rates and student performance will increase when compared to the final campus rate in 2022.</p> <p>Strategy's Expected Result/Impact: Increase Student Attendance</p> <p>Staff Responsible for Monitoring: Principal, AP and Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Dec	Mar	June
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Performance Objective 9 Problem Statements:

Demographics
<p>Problem Statement 4: According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98% Root Cause: Students in both PreK and K had lower attendance rates than 1-5th Grades.</p>
Student Learning
<p>Problem Statement 6: According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98% Root Cause: Students in both PreK and K had lower attendance rates than 1-5th Grades.</p>

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

Performance Objective 1: By June 2023, achievement gaps between student groups will be decreased specifically in the areas of math, reading and writing.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: BES 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.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase</p> <p>Staff Responsible for Monitoring: Principal, AP, Leadership Team and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: BES will continue to provide tutorial opportunities in the fall and spring leading up STAAR testing that will target at-risk students and special populations in the areas of reading, math and science. BES will also work with the counselor to remove barriers which may come in the form of SEL and/or Red Ribbon Week activities to increase the</p>	Formative			Summative
	Oct	Dec	Mar	June

students knowledge of their own social emotional triggers.

Strategy's Expected Result/Impact: By providing structured tutorial opportunities, student achievement will increase.

Staff Responsible for Monitoring: Principal, AP, Leadership Team and Instructional coaches

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Funding Sources: STAAR Aligned Ford Ferrier Books - 211 Title I, Part A - \$10,000, EB Materials - 199 State Bilingual/ESL (PIC 25, 35) - \$3,000, Additional Supplemental Materials - 199 General Fund - \$2,129, SEL and Red Ribbon Materials - 199 General Fund - \$1,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The overall science performance in 5th grade decreased from 57.99 to 55.85% **Root Cause:** There was a concentrated focus on application this year but I believe we need to do more hands on experiments to give the students experiential exposure.

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

Performance Objective 1: By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be provided with a parent compact agreement which will emphasize the importance of attending school regularly and on time. In addition, parents will receive an update on their child's attendance every nine weeks.</p> <p>Staff Responsible for Monitoring: Administrative Team, Attendance Committee</p> <p>Title I: 4.1</p> <p>Problem Statements: Demographics 4 - Student Learning 6</p> <p>Funding Sources: Attendance Incentives - 199 General Fund - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: BES will increase and provide multiple forms of communication (paper, flyer, weekly parent call-out, social media/website) to increase parent participation at campus events/activities.</p> <p>Strategy's Expected Result/Impact: Parent participation at all campus events/activities will increase.</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Support Staff</p> <p>Title I: 4.2</p> <p>Funding Sources: Flyers, prizes - 199 General Fund - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98% Root Cause: Students in both PreK and K had lower attendance rates than 1-5th Grades.</p>
Student Learning
<p>Problem Statement 6: According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98% Root Cause: Students in both PreK and K had lower attendance rates than 1-5th Grades.</p>

Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met as well as student academic gains/losses are addressed all throughout the building.

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and students will feel welcomed and cared for by the decor around the school. School murals will support student achievement, and support student college choices</p> <p>Strategy's Expected Result/Impact: Help parents and students understand the mission and vision of Beneke Elementary while introducing students to college monikers.</p> <p>Staff Responsible for Monitoring: Principal, AP, Administrative Team and Team Leaders</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 4 - Student Learning 6</p> <p>Funding Sources: Painting Contractor - 211 Title I, Part A - \$5,000, Contractor - 199 General Fund - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 with a measurable quick response time of less than 5 min. Making sure that we have working radios and can hear throughout the school. BEE will also purchase 2 new laptops that will be able to handle the schoolwide cameras in the main office.</p> <p>Strategy's Expected Result/Impact: District safety reports will indicate 100% compliance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Emergency Response Team</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 5</p> <p>Funding Sources: Working Radios and a Repeater - 199 General Fund - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: BES will improve the culture and climate of the school with all stakeholders by improving the overall look and feel of the classrooms with improved decor (new furniture, student workstations, bright colorful decor in the rooms and around the campus) to ensure that students, staff and parents have pride in their school environment</p> <p>Strategy's Expected Result/Impact: Parent/Student/Staff improved overall quality of school rating, Overall respect for the school will be increased by all having pride for where they work and go to school.</p> <p>Staff Responsible for Monitoring: Teachers, Administrative Staff.</p> <p>Problem Statements: Demographics 4 - Student Learning 6</p> <p>Funding Sources: New Student Desks, New Student Furniture, New Student computers - 211 Title I, Part A - \$39,874</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Beneke Elementary will have educational paintings painted around the building and on the playground by a district approved vendor (# 49282) that will help students as they matriculate through the hallway and on the playground with their multiplication facts, addition and subtraction, colors, directions and shapes.</p> <p>Research shows that Students involved in the arts have tremendous academic benefits compared to students without exposure to the arts. Art inspires kids to excel in and out of the classroom. It helps students stay in school, increases motivation, improves attitudes and attendance, and improves academic performance.</p> <p>According to Americans for the Arts, a student involved in the arts is:</p> <ul style="list-style-type: none"> * 4x more likely to be recognized for academic achievement. * 4x more likely to participate in a math or science fair. * 3x more likely to win an award for school attendance. * 3x more likely to be elected to class office. <p>Lower income or socioeconomic students experience even greater benefits from the arts. Low income students highly engaged in the arts are more than twice as likely to graduate compared to their peers with no arts education, and have a 5x lower dropout rate.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	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>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on the 2022 TEA STAAR Report, students receiving SpEd services scored lower than the other student groups in reading, math, and Science. Root Cause: Scaffolding instruction and training was provided to the inclusion teachers but not monitored with fidelity as with Gen Ed teachers.</p>

Demographics

Problem Statement 4: According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98% **Root Cause:** Students in both PreK and K had lower attendance rates than 1-5th Grades.

Problem Statement 5: According to the 2022 K12 Insight survey 88% of parents and 96% of staff feel the school staff are aware of the safety and security procedures. **Root Cause:** Teachers are here in the building during the drills and instructions whereas the parents are not.

Student Learning

Problem Statement 3: Based on the 2022 TEA STAAR Report, students receiving SpEd services scored lower than the other student groups in reading, math, and Science. **Root Cause:** Scaffolding instruction and training was provided to the inclusion teachers but not monitored with fidelity as with Gen Ed teachers.

Problem Statement 6: According to the May 2022 district data reports, the attendance rate for 2021-2022 school year declined to 94% for the year which is a 2.6% decline from the previous school year and 4% less than the district goal of 98% **Root Cause:** Students in both PreK and K had lower attendance rates than 1-5th Grades.

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

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management , homeowners associations, construction management/Realtor's, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT. BES is planning to reach at least 2 community entities each semester.

Evaluation Data Sources: Decision Ed Data reports, Attendance Verification Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 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. Teachers will give their respective ILT members copies of their logs.</p> <p>Strategy's Expected Result/Impact: Increase student attendance</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Committee</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers and staff members will have 50% of their Passports by the end of the first semester and then the remaining 50% by the end of April 2023.</p> <p>Strategy's Expected Result/Impact: Having the passports learning cycles half way completed will help the teachers and staff members understand and be better equipped to work with your students on their learning goals.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team.</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</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2022-2023 fall semester (July 2022-December 2022) and at least 3 meetings during the 2022-2023 spring semester (January 2023-July 2023).

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals

tab for the District and for each campus.

2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our web page. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child's achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Information will be taken from the K-12 Insite survey as well as information shared with teachers from the parents to develop a well represented and concise Parent and Family Engagement Policy

4.2: Offer flexible number of parent involvement meetings

We will have our CIP meetings scheduled two weeks in advance to give parents an opportunity to voice any concerns after reviewing the CIP on the website or in the school.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jeannette Rice	Interventionist	TITLE q	.5
None Hired yet	Instructional Aide	TITLE 1	.5
Sean Porea	Teacher Title 1	TITLE 1	.5

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Teacher Supplies for Planning		\$2,000.00
1	4	2	Composition Books, Pens and pencils		\$2,000.00
2	1	2	Additional Supplemental Materials		\$2,129.00
2	1	2	SEL and Red Ribbon Materials		\$1,000.00
3	1	1	Attendance Incentives		\$5,000.00
3	1	2	Flyers, prizes		\$5,000.00
4	1	1	Contractor		\$10,000.00
4	1	2	Working Radios and a Repeater		\$8,000.00
Sub-Total					\$35,129.00
Budgeted Fund Source Amount					\$35,129.00
+/- Difference					\$0.00
199 State CTE - Career & Technical Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Resources for GT Students		\$4,500.00
1	3	1	Materials for GT Students for CCMR		\$7,000.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$0.00
199 State Bilingual/ESL (PIC 25, 35)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Bilingual Supplemental Resources		\$3,443.00
2	1	2	EB Materials		\$3,000.00
Sub-Total					\$6,443.00
Budgeted Fund Source Amount					\$6,443.00
+/- Difference					\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student Carpet squares, plastic desks, supplemental reading and math materials		\$5,000.00
1	1	3	Composition notebooks, pens, pencils and markers for the students		\$2,000.00
1	2	2	Supplemental Curriculum Materials		\$10,000.00
1	3	1	Science Materials for the Science Fair, beakers, lab materials		\$4,000.00
1	3	3	Paper, Stemscope books, pens, colored pencils		\$19,000.00
1	3	4	Science Materials		\$5,000.00
1	6	1	Ford Ferrier Books and other supplemental materials		\$10,000.00
1	7	2	Tutorial Pay		\$50,000.00
1	9	1	School Store Materials for the students		\$3,000.00
2	1	2	STAAR Aligned Ford Ferrier Books		\$10,000.00
4	1	1	Painting Contractor		\$5,000.00
4	1	3	New Student Desks, New Student Furniture, New Student computers		\$39,874.00
Sub-Total					\$162,874.00
Budgeted Fund Source Amount					\$162,874.00
+/- Difference					\$0.00
Grand Total Budgeted					\$215,946.00
Grand Total Spent					\$215,946.00
+/- Difference					\$0.00