

Spring Independent School District
Beneke Elementary
2018-2019 Campus 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

"WE WIN AS A TEAM"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beneke Elementary was established in 1986, which makes the school 31 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 2018-2019 school year by using demographic information from May 2018. The current student enrollment at Beneke Elementary is 658, which slightly decreased from the 2017-2018 school year at 691. Data from May 2018 indicates that the Hispanic student group is the largest population with 403 students. The African American student group is the second largest with 175 students, followed by the Asian student group with 53 students. The White and American Indian student groups are the smallest with a total of 22 students. There are 5 students classified as Two-or-More Races. Out of the 658 students enrolled, 77% are listed as At Risk, 5% are in the Gifted and Talented program, 8% receive Special Education services, 72% are listed as Economically Disadvantaged, 15% are classified as ESL students, and 32% receive Bilingual services. According to the 16-17 TAPR report, Beneke Elementary has a mobility rate of 18.5% which is slightly higher than the state average of 16.2% and lower than the district average of 23%. The campus has identified 35 immigrant students. Attendance rates fluctuate throughout the year. During the first semester of 2017-2018, the average daily attendance rate was 96.3% which decreased to 96.0% by the second semester.

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, 29% of teachers have 6-9 years of experience, 26% have 11-20 years of experience, and 9% have greater than 20 years of experience.
- The teacher-student ratio of 19 to 1 is lower than the state average of 22 to 1, which allows for a higher percentage of teacher-student interaction and individualized support.
- The campus mobility rate is lower than the district's average.

- The average yearly attendance rate at Beneke is higher than the average yearly attendance rate in the district.
- Student-teacher ratio was 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.
- 92% of our parents indicated that the school was excellent/good which was an increase from 84% in 2016-2017.
- 100% of the staff members rated Beneke excellent/good which was an increase from 94% in 2016-2017.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the May 2018 district data reports, the attendance rate for the second semester decline to 95.68%. This rate is below the district's averaged of 96%. **Root Cause:** Students who are enrolled half day, prekindergarten students, have lower attendance than full day students.

Problem Statement 2: Based on the School Quality Survey, 11% of our parents feel that teachers fail to give timely feedback about student work. **Root Cause:** The root cause has been identified as needing to ensure that staff members follow the outlined school-wide policy for returning graded assignments and communicating academic needs with parents.

Student Academic Achievement

Student Academic Achievement 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 -78 (state target score = 60)
- Domain 2: School Progress, Part A - 74
- Domain 2: School Progress, Part B- 82
- Domain 3: Closing Performance Gaps - 77

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

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

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 of instructional delivery. 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 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. Adding science interventions to target students unsuccessful on benchmarks also seemed to yield positive results.

Student Academic Achievement Strengths

The number of students showing improvement in interventions, on weekly assessments, benchmarks, and the STAAR assessment.

- 2017 vs. 2018 Performance 78% to 81%
-
- Increased 5 percentage points in 3rd Grade Math English & Spanish Combined

- Increased 12 percentage points in 3rd Grade Math Spanish at the Meets Level
- Increased 24 percentage points in 3rd Grade Math Spanish at the Masters Level
- Increased 7 percentage points in 4th Grade Spanish Reading at the Approaches Level
- Increased 3 percentage points in 4th Grade Spanish Writing at the Approaches Level
- Increased 7 percentage points in 4th Grade English Writing at the Approaches Level
- Increased 4 percentage points in 5th Grade Reading at the Approaches Level
- Increased 4 percentage points in 5th Grade Reading at the Meets Level
- Increased 4 percentage points in 5th Grade Math at the Approaches Level
- Increased 8 percentage points in 5th Grade Math at the Meets Level
- Increased 6 percentage points in 5th Grade Math at the Masters Level
- Increased 6 percentage points in 5th Grade Science at the Approaches Level

Data by Subpop

- The Hispanic population increased 5 percentage points in 3rd Grade Reading at the Approaches Level
- The ESL population increased 7 percentage points in 3rd Grade Reading at the Approaches Level
- The Hispanic population increased 11 percentage points in 3rd Grade Math at the Approaches Level
- The Asian population increased 8 percentage points in 3rd Grade Math at the Approaches Level
- The Economically Disadvantaged population increased by 2 percentage points in 3rd Grade Math at the Approaches Level
- The LEP population increased by 7 percentage points in 3rd Grade Math at the Approaches Level
- The ESL population increased by 21 percentage points in 3rd Grade Math at the Approaches Level
- The Economically Disadvantaged population increased by 7 percentage points in 4th Grade Math at the Approaches Level
- The Asian population increased 19 percentage points in 4th Grade Reading at the Approaches Level
- The LEP population increased by 5 percentage points in 4th Grade Reading at the Approaches Level
- The ESL population increased by 18 percentage points in 4th Grade Reading at the Approaches Level
- The At-Risk population increased by 3 percentage points in 4th Grade Reading at the Approaches Level
- The Asian population increased by 10 percentage points in 4th Grade Writing at the Approaches Level
- The Economically Disadvantaged population increased by 9 percentage points in 4th Grade Writing at the Approaches Level
- The ESL population increased by 5 percentage points in 4th Grade Writing at the Approaches Level
- The Hispanic population increased by 18 percentage points in 5th Grade Science at the Approaches Level
- The Economically Disadvantaged population increased by 10 percentage points in 5th Grade Science at the Approaches Level
- The LEP population increased by 23 percentage points in 5th Grade Science at the Approaches Level
- The Bilingual population increased by 24 percentage points in 5th Grade Science at the Approaches Level
- The ESL population increased by 15 percentage points in 5th Grade Science at the Approaches Level
- The At-Risk population increased by 7 percentage points in 5th Grade Science at the Approaches Level

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on the 2018 TEA STAAR Accountability Report, students receiving Special Education services scored significantly below all other student groups in reading, math, science, and writing. **Root Cause:** The root cause has been identified as the needed training for the inclusion teachers to be able to scaffold instruction on many levels.

Problem Statement 2: Based on the 2018 TEA STAAR Accountability Report, students classified as English Language Learners in 4th grade math showed a 6 percentage point decrease when compared to 2017 results. **Root Cause:** The root cause has been identified as the 4th grade teacher needing more support in designing lessons to meet the needs of the ESL learners.

Problem Statement 3: Based on the 2018 TEA STAAR Accountability Report, students in 3rd grade reading showed a decrease by 12 percentage points when compared to 2017 results. **Root Cause:** A large number of 3rd grade students were reading below grade level as identified by DRA reports.

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. For the past two years, 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 HQ 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 70 staff members on the roster and only 2 staff members are planning not to return for the 2018-2019 school year. 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 7:55-8:40 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 1 FTEs 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 - 2nd grade teachers with instructional needs.
- The district funded Math Coach will support 3rd-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-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: Teachers experience challenges when there is a new curriculum or program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their students. **Root Cause:** The 2018-2019 curriculum is not posted in advance, therefore, teachers will have the task of learning and executing at the same time.

Problem Statement 2: According to the 2018 School Quality Survey, 22% of parents are either unaware or disagree that teachers successfully show students how lessons relate to life outside of school. **Root Cause:** Training is needed for all teachers on implementing the curriculum at every grade level to ensure lessons are designed to incorporate real-world application. Parents will be informed that teachers are incorporating content using real-world application through projects and homework. Also, during curriculum night, parents will be exposed to lessons utilizing real-world application.

Problem Statement 3: According to the 2018 International Center for Leadership in Education (ICLE) report, out of 18 teachers observed 10 were scored at the beginning or emerging level and 8 teachers were not observed utilizing high-level questioning. **Root Cause:** Teachers would benefit from developing a deeper understanding of the Rigor/Relevance Framework and how to incorporate higher level questions in their lessons.

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 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 issues. The staff at Beneke Elementary strives to build positive, meaningful relationships that promote healthy decision making and where misbehavior provides 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 2018-2019 school year: No Opt Out, Cold Call, Checking for Understanding, and 100% Percent.

According to the school quality survey conducted by the district, 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 92% according to parents and 100% according to staff. The parents also rated Beneke as having 94% of the campus having high expectations for students. 92% of parents and 97% 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 preventive 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 translations for printed material

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, Beneke GEMS, Chic-fil-A Night, Beneke Best, and Family Feast. Additionally, community members have partnered with Beneke to volunteer and support the school's efforts. Those partnerships include but are not limited to: Target, Houston Bar Association, Spring-Klein Chamber of Commerce, Shipley's Donuts, Fallbrook Church, Chuck E Cheese, Family Dollar, Wal-Mart, Spring Creek Barbecue, and the Houston Dynamos. Beneke has experienced a trend in increased sports programs (e.g. soccer, girl's basketball, boy's basketball, and cheer), more parent and community volunteers, and increased parent participation.

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

Perceptions Strengths

According to the 2018 K12 Insight School Quality Survey:

- 92% of parents rated the school as having excellent/good overall school quality which is a 16% increase from the prior year
- 93% of parents rated the school as having high learning standards for all students which is a 14% increase from the prior year
- 94% of the parents believed teachers set high expectations for all students which is a 15% increase from the prior year
- 91% of parents feel that the school's learning standards and expectations are clearly explained to students which is a 28% increase from the prior year
- 93% of parents believe students are challenged by their school work which is a 9% increase from the prior year
- 86% of parents believe teachers give timely and helpful feedback regarding student work which is a 28% increase from the prior year
- 80% of parents believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a personal problem which is a 28% increase from the prior year
- 88% of parents believe that Beneke offers students a variety of activities and courses which is a 14% increase from the prior year
- 86% of parents feel that students receive the support they need for academic and career planning which is a 15% increase from the prior year
- 91% of parents believe that school-based administrators make decisions that are in the best interest of students which is a 7% increase from the prior year
- 92% of parents believe that school-based administrators clearly communicate the school's mission and vision which is a 3% increase from the prior year
- 91% of parents believe that school-based administrators are available when they have a concern which is a 7% increase from the prior year
- 92% of parents believe that school-based administrators are courteous when they have a concern which is an 8% increase from the prior year
- 92% of parents believe that school-based administrators are responsive when they have a concern which is an 8% increase from the prior year
- 95% of parents feel they are informed about school-sponsored activities such as tutoring, after-school programs, and student performances which is an

11% increase from the prior year

- 99% of parents feel they are encouraged to attend school-sponsored activities such as back to school night which is a 12% increase from the prior year
- 94% of parents believe the school encourages families to volunteer which is a 7% increase from the prior year
- 94% of parents believe that staff members and families treat each other with respect which is a 10% increase from the prior year
- 90% of parents believe the school respects and values input provided by families which is an 8% increase from the prior year

Overall, parents and staff rated school leadership (parents 92%, staff 97%) and family involvement (parents 91%, staff 94%) as good/excellent which ranked the highest among the five rated dimension scores.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the K12 Insight Survey, there is a discrepancy between the parent and staff ratings. Example: **Root Cause:** We need to do better as a staff explaining the way we do business to parents. One example of this discrepancy is a question referring to how the lessons relate to life outside of the school. Parents rated this question as 77% good or excellent, whereas staff members rated this question 90% good or excellent. There is clearly a discrepancy between the parents and staff members perceptions.

Problem Statement 2: According to the K12 Insight Survey, only 78% of parents feel that school the school uses family input to improve instruction. **Root Cause:** We need to be more intentional with involving parents in curriculum and instructional decision making.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Other additional data

Goals

Revised/Approved: July 24, 2015

Goal 1: Reach every student.

Performance Objective 1: By May 2019, the 3rd-5th-grade students at Beneke Elementary will meet or exceed an overall index 1 passing rate of 80% at the approaches level, 50% at the meets level, and 30% at the masters level as measured by the STAAR assessment. Students in Kinder - 2nd grade will meet or exceed an overall passing rate of 80% as measured by district and campus checkpoint assessments. Pre-kindergarten scholars will demonstrate mastery at 80% in early literacy by the end of the year.

Evaluation Data Source(s) 1: 2019 STAAR Results, MAP data, DRA data, checkpoint and benchmark data, and EOY M-Circle.


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Students performing below 70% will be identified through analyzing assessment data. Individualized instructional plans will be created to target weak objectives.</p> <p>Students will be provided 225 minutes a week during school-wide Intervention/Enrichment (WIN) Block, ensuring that students reach or exceed the passing standards.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Math Coach, Literacy Coach, Team Leaders, Teachers, and Student Support Specialist	<p>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, MAP, checkpoints, benchmarks, and STAAR assessments.</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>Problem Statements: Student Achievement 1 - Student Academic Achievement 2, 3</p> <p>Funding Sources: 211 Title I, Part A - 34300.00, 199 State SCE - State Compensatory Education (PIC - 1000.00)</p>							

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Student Support Specialist, Team Leaders, Teachers	<p>Weekly progress will be analyzed using progress monitoring forms to document growth.</p> <p>Tutorial and attendance forms will be monitored to ensure that students in need of additional support are attending tutorials.</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 10500.00, 211 Title I, Part A - 27703.00)</p>							
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Purchase technology equipment to adequately maintain and support the use of online intervention tools in every classroom. This will include programs such as MAP and Khan Academy. Also, Flocabulary will be purchased to provide teachers with an engaging resource to increase vocabulary and comprehension in the classroom.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, and Technology Committee	<p>Usage will be monitored bi-weekly to ensure program minutes are met.</p> <p>Data reports will be monitored weekly by teacher to ensure student growth.</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 2, 3</p> <p>Funding Sources: 211 Title I, Part A - 2500.00</p>							
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) To increase science performance throughout the campus, teachers will create rigorous lessons that are aligned with state standards.</p> <p>The Science Task Force will implement 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>	2.4, 2.6	Science Task Force and teachers	Science checkpoints, benchmarks, and STAAR results will be analyzed to ensure that students score above 70%.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I, Part A - 500.00</p>							

<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) To maintain our campus writing performance and continue to motivate and encourage a love for writing, the Literacy Task Force, led by the Literacy Coach, will align the literacy plan for K-2nd throughout the campus .</p> <p>We will provide a writing camp, "Camp Write-A-Lot" for 4th grade students to motivate and increase their writing skills. Consultants from the Writing Academy will provide teachers with a summer writing training and a student writing camp in March 2019.</p>	2.4, 2.5, 2.6	Teachers and Literacy Coach	<p>Compositions will be collected monthly and reviewed to make instructional decisions.</p> <p>Utilizing "Writing Publishing Parties," scholars will share their writing with others. The writing is scored using the Lucy Calkins rubric.</p> <p>Students will maintain a score of 70% or above on writing assessments.</p> <p>Bilingual/ESL students will use dictionaries during ELA assignments.</p>				
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 211 Title I, Part A - 4150.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) Increase and maintain the attendance rate of 98% for students and 85% staff by providing incentives and recognizing those with perfect attendance.</p>	2.4, 2.5, 2.6, 3.1	Counselor Attendance Committee Attendance Clerk	<p>Attendance report will be analyzed weekly to ensure that we are on target to reach our goal of 98%.</p> <p>AESOP reports will be reviewed weekly to ensure that we reach our target of 85% in staff attendance by May 2019.</p>				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 211 Title I, Part A - 0.00</p>							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) To close performance gaps and support all sub-pops in attaining a minimum of 70% passing in reading, science, writing, and math, .</p> <p>The campus task force will monitor instruction and ensure that lessons are taught to fidelity and students not successful on assessments are provided support.</p>	2.4, 2.5, 2.6, 3.2	Literacy and Science Task Force	<p>Assessment data from science and writing 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>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I, Part A - 15000.00, 199 State SCE - State Compensatory Education (PIC - 0.00)</p>							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) The teachers will utilize the MAP/Renaissance Screener for K-5th grade to identify baseline performance for students in reading and math. Those students will be provided targeted interventions to address learning gaps.</p>	2.4, 2.5, 2.6	Student Support Specialist, Math and Literacy Coach	<p>BOY, MOY, and EOY MAP results will be analyzed to provide targeted interventions.</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 1, 3</p> <p>Funding Sources: 211 Title I, Part A - 0.00, 199 State SCE - State Compensatory Education (PIC - 0.00)</p>							

<p>Critical Success Factors CSF 1 CSF 4</p> <p>9) Purchase resources such as paper, printers, toners, binders, markers, crayons, pencils, chart paper, toner, privacy folders, folders, etc.) to ensure that students have the supplies needed to successfully participate in the instructional activities.</p>	2.5, 2.6	Principal, Assistant Principal, Math Coach, Literacy Coach, and Student Support Specialist	Students classified as homeless and economically disadvantaged will receive the supplies/materials needed to be successful.				
Problem Statements: Perceptions 2							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) The Library Media Specialist will expose students to variety of texts and hands on activities through Maker Space. Students will checkout books on their individual level through the library.</p>	2.4, 2.5, 2.6	Library Media Specialist, Literacy Coach and teachers	Students will make at least one years growth as measured by DRAs and MAP/Renaissance				
Funding Sources: 211 Title I, Part A - 0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>11) Beneke Elementary will provide physical activity for a minimum of 135 minutes weekly.</p> <p>Students will participate in 60 minutes of physical education weekly and 20 minutes of recess each day.</p>	2.4, 2.5	Teachers and Physical Education Teacher	Master schedule with allotted PE and recess minutes				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>12) Teachers will maintain current scholar products that demonstrate evidence of implementation of accommodations specified for special populations.</p>	2.4, 2.5, 3.1	SPED Team Leader and Teacher	<p>Evidence of implementation of accommodations will be maintained in the STEP binder.</p> <p>Administrators and teachers comply with IEPs and scholars receiving SPED services demonstrate increased academic performance.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>13) The campus will be supported by the International Center for Leadership in Education (ICLE) as we provide professional development and implementation of the Rigor Relevance Framework (RRF).</p> <p>Content and knowledge from ICLE on the RRF will be a focus during weekly learning, practice and planning PLC. as well as district professional development days. Additional professional development will be provided in content areas to support implementation of the RRF provided by SISD, ESC 4 or other Regional ESCs.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Teacher, Literacy Coach, and Math Coach	Teachers will increase one performance level as measured by the rigor/relevance rubric.				

Critical Success Factors CSF 1 CSF 3 CSF 4 14) Provide a prekindergarten aide to support the prekindergarten teachers.	2.4, 2.6	Principal, Assistant Principal, Prekindergarten Teachers, and Aide	A minimum of 80% of prekindergarten students will demonstrate readiness for kindergarten as assessed through the PK circle assessments.				
	Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to the May 2018 district data reports, the attendance rate for the second semester increased to 95.79%. This rate is above the district's averaged of 95.12%. Root Cause 1: Students who are enrolled half day, prekindergarten students, have lower attendance than full day students.
Student Achievement
Problem Statement 1: Based on the 2018 TEA STAAR Accountability Report, students receiving Special Education services scored significantly below all other student groups in reading, math, science, and writing. Root Cause 1: The root cause has been identified as the needed training for the inclusion teachers to be able to scaffold instruction on many levels.
Student Academic Achievement
Problem Statement 1: Based on the 2018 TEA STAAR Accountability Report, students receiving Special Education services scored significantly below all other student groups in reading, math, science, and writing. Root Cause 1: The root cause has been identified as the needed training for the inclusion teachers to be able to scaffold instruction on many levels.
Problem Statement 2: Based on the 2018 TEA STAAR Accountability Report, students classified as English Language Learners in 4th grade math showed a 6 percentage point decrease when compared to 2017 results. Root Cause 2: The root cause has been identified as the 4th grade teacher needing more support in designing lessons to meet the needs of the ESL learners.
Problem Statement 3: Based on the 2018 TEA STAAR Accountability Report, students in 3rd grade reading showed a decrease by 12 percentage points when compared to 2017 results. Root Cause 3: A large number of 3rd grade students were reading below grade level as identified by DRA reports.
Perceptions
Problem Statement 2: According to the K12 Insight Survey, only 78% of parents feel that school the school uses family input to improve instruction. Root Cause 2: We need to be more intentional with involving parents in curriculum and instructional decision making.

Goal 2: Excellence in every school


Performance Objective 1: Beneke will provide professional development to equip teachers with strategies for delivering effective instruction as measured by an overall performance of 80% on STAAR (index 1), checkpoint, and benchmark assessments.

- Evaluation Data Source(s) 1:**
1. State, district, and campus assessment Data, PBMAS, Budget, Retention Data, Campus Surveys, and Meeting Minutes.
 2. 2017-2018 CIP and Campus Needs Assessment
 3. Attendance rates: Absences/Perfect Attendance/Tardies/Leave Early/Staff attendance Reports
 4. Surveys: K12 Insight Teacher and Parent Survey/2017-2018 Campus Teacher Survey
 5. Intervention Data: Summative Evaluation/Observations/Goal Setting; Staff Development Plans/Manning Table/District Development Walks
 6. Staff Development: Sign-in Sheets/Workforce development calendars/Summative evaluation/District Developmental Walks
 7. Curriculum: District Scope and Sequence/Benchmark Blueprints/STAAR Release Test
 8. Technology Trainings
 9. Findings from the Continuous Improvement Process

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Guided reading training will be provided by consultant, Dr. Mario Campanaro for K-2nd grade teachers in order to ensure that students are reading on or above their reading level.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Literacy Coach, and Teachers	<p>80% of students will be on or above their reading level as measured by a DRA assessment.</p> <p>STAAR results will increase from 81% to 83% by May 2019.</p>				
<p>Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 8000.00</p>							

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Beneke will utilize the CHAMPS program and Teach Like a Champion strategies to assist in the character development and school wide behavior on campus.</p> <p>Character Development and School Wide Behavior Program will be implemented to increase positive behavior and good decision making.</p>	2.4, 2.5, 2.6	Counselors and Teachers	Reduction of behavior referrals/Counseling referrals				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Weekly professional development training sessions will be offered on campus to integrate technology in the classroom to enhance student performance and engagement. EX: Eduphoria data review, Smartboard, Clickers, Document Camera, and Digital Media.</p>	2.4, 2.5, 2.6	CLT and Teachers	<p>Sign in sheets will be utilized to document attendance.</p> <p>Observations and lesson plans will document effective instruction utilizing technology in the classroom.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Teachers need to obtain the initial 30 hours of GT training or the 6 hour update.</p> <p>Teachers all need to be ESL certified in order to support the needs of Beneke students. By the end of 2018-19 school year, 100% of the teachers will become ESL and GT certified to better meet the needs of all students by ensuring that teachers attend professional development to prepare them for certification.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, and Student Support Specialist	<p>ESL and GT certificates will be collected by March 2019. 100% of teachers will become ESL and GT certified by March 2019.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Increase the retention rate of highly qualified teachers by providing support through professional learning communities where teachers will learn and share best practices.</p>	2.5, 2.6	Principal, Assistant Principal, and Student Support Specialist	<p>Surveys and feedback will be used to document the effectiveness of the support provided by campus administrators, coaches, and mentors.</p> <p>The retention rate of 96% will be maintained or improved by August of 2019.</p>				
<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 1500.00</p>							

<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>6) Mentees need regular support specific to their individual needs.</p> <p>Spring ISD Dreamkeepers Program through Workforce Development will be offered to new teachers for assistance with content specific instructional strategies and classroom management techniques that will increase opportunities for student and teacher success.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Mentor Teachers, Dreamkeeper assigned mentee	<p>Surveys and feedback by mentees every 9 weeks will be collected to better meet the needs of the new teachers.</p> <p>Evaluations by mentors will be reviewed three times a year.</p>				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 6</p> <p>7) To ensure safe and secure learning and work environments for all, students and staff members will be trained in emergency response procedures.</p> <p>Beneke Elementary will demonstrate a commitment to improved safety and security practices by implementing emergency drills monthly.</p>	2.6	Principal, Assistant Principal, and Emergency Response Team	Navigate Prepared Emergency drill log will indicate 100% compliance with district requirements.				
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Based on the 2018 TEA STAAR Accountability Report, students receiving Special Education services scored significantly below all other student groups in reading, math, science, and writing. Root Cause 1: The root cause has been identified as the needed training for the inclusion teachers to be able to scaffold instruction on many levels.</p>
<p>Problem Statement 3: Based on the 2018 TEA STAAR Accountability Report, students in 3rd grade reading showed a decrease by 12 percentage points when compared to 2017 results. Root Cause 3: A large number of 3rd grade students were reading below grade level as identified by DRA reports.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers experience challenges when there is a new curriculum or program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their students. Root Cause 1: The 2018-2019 curriculum is not posted in advance, therefore, teachers will have the task of learning and executing at the same time.</p>







Goal 3: High Performance from every employee

Performance Objective 1: Teachers and instructional leaders at Beneke Elementary School will evaluate student progress at least twice per every 9 week period to ensure proper academic placement, adjustment, and preparation for all students throughout the 2018-2019 academic year.

- Evaluation Data Source(s) 1:**
1. State Assessment Data, PBMAS, Budget, Retention Data, Campus Surveys, and Meeting Minutes.
 2. Assessment data: 2017-2018 STAAR Results; TELPAS Results/DRA/District Checkpoints/Eduphoria/Academic Excellence Indicator System (Trend Data)
 3. 2017-2018 CIP and Campus Needs Assessment
 4. Attendance rates: Absences/Perfect Attendance/Tardies/Leave Early/Staff Attendance Reports
 5. Surveys: K12 Insight Teacher and Parent Survey/2017-2018 Campus Teacher Survey
 6. Intervention Data: Summative Evaluation/Observations/Goal Setting & Staff Development Plans/Campus Staffing Profile/District Development Walks
 7. Staff Development: Sign-in Sheets/Workforce Development Calendars/Summative Evaluation/District Developmental Walks
 8. Curriculum: District Scope and Sequence/Benchmark Blueprints/STAAR Release Test
 9. Findings from the Continuous Improvement Process

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) During Professional Learning Community meetings, teachers will collaborate, learn, and practice delivering instruction.</p> <p>Vertical planning sessions will occur three times per year and focus on gaps in trends based on assessment results.</p>	2.4, 2.5, 2.6	Student Support Specialist Literacy Coach Math Coach Principal Assistant Principal	By addressing the trends in performance gaps, students will show an increase in overall performance.				
<p>Problem Statements: Student Achievement 1 - Demographics 2 - Student Academic Achievement 1, 3 - School Processes & Programs 1</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Coordinate the professional development through Region 4 and Spring ISD across all grade levels in order to meet teacher and campus goals.</p>	2.4, 2.5, 2.6	Teachers Student Support Specialist Literacy Coach Math Coach	Teachers will improve in instructional practices and delivery resulting in 80% of the teachers receiving a rating of proficient or better.				
	<p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: 211 Title I, Part A - 1000.00</p>						
<p>Comprehensive Support Strategy</p> <p>3) Utilize relevant data to ensure that students are assigned to appropriate instructional placements based on individual needs.</p>	2.4, 2.5, 2.6	Student Support Specialist Literacy Coach Math Coach Principal Assistant Principal	An annual planning session will be conducted, which will involve the classroom teacher, instructional leaders, and other relevant school personnel to, identify the appropriate academic placement for students at the conclusion of each academic year.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) The teachers will participate in goal setting meetings three times a year to identify individual strengths and weaknesses.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	BOY, MOY, and EOY goal setting meetings will be held to improve instructional effectiveness.				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Based on the 2018 TEA STAAR Accountability Report, students receiving Special Education services scored significantly below all other student groups in reading, math, science, and writing. Root Cause 1: The root cause has been identified as the needed training for the inclusion teachers to be able to scaffold instruction on many levels.
Demographics
Problem Statement 2: Based on the School Quality Survey, 11% of our parents feel that teachers fail to give timely feedback about student work. Root Cause 2: The root cause has been identified as needing to ensure that staff members follow the outlined school-wide policy for returning graded assignments and communicating academic needs with parents.
Student Academic Achievement
Problem Statement 1: Based on the 2018 TEA STAAR Accountability Report, students receiving Special Education services scored significantly below all other student groups in reading, math, science, and writing. Root Cause 1: The root cause has been identified as the needed training for the inclusion teachers to be able to scaffold instruction on many levels.
Problem Statement 2: Based on the 2018 TEA STAAR Accountability Report, students classified as English Language Learners in 4th grade math showed a 6 percentage point decrease when compared to 2017 results. Root Cause 2: The root cause has been identified as the 4th grade teacher needing more support in designing lessons to meet the needs of the ESL learners.
Problem Statement 3: Based on the 2018 TEA STAAR Accountability Report, students in 3rd grade reading showed a decrease by 12 percentage points when compared to 2017 results. Root Cause 3: A large number of 3rd grade students were reading below grade level as identified by DRA reports.
School Processes & Programs

Problem Statement 1: Teachers experience challenges when there is a new curriculum or program being implemented. To ensure that the STAAR scores continue to rise, it is imperative that teachers feel successful in delivering instruction and responding to the needs of their students. **Root Cause 1:** The 2018-2019 curriculum is not posted in advance, therefore, teachers will have the task of learning and executing at the same time.







Goal 4: Engaged stakeholders in every community

Performance Objective 1: Beneke Elementary will increase the opportunity for parental involvement by providing at least five school functions during the 2018-2019 school year.

- Evaluation Data Source(s) 1:**
1. Budget, Campus Surveys, and Meeting Minutes.
 2. 2017-2018 CIP and Campus Needs Assessment
 3. Surveys: K12 Insight Teacher and Parent Survey/2017-2018 Campus Teacher Survey
 4. Volunteer Sign-in Sheets
 5. Findings from the Continuous Improvement Process

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Provide access to information related to school curriculum and resources to parents.</p> <p>-Continue Parent University to increase parental involvement by empowering parents with curriculum knowledge to better assist their children at home, build parent confidence, increase the frequency of learning in the home, increase the quality of learning interactions, and improve the connection between school/home relationships.</p>	3.1, 3.2	Principal, Parent Involvement Committee, Parent Liaison, Teachers	Increase in call/correspondence support and positive parent interactions.				
<p>Problem Statements: Parent and Community Engagement 1 - Perceptions 1, 2</p> <p>Funding Sources: 211 Title I, Part A - 500.00</p>							

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Increase the number of parent involvement activities on the campus.</p> <p>-Parent Involvement Activities: Meet the Teacher, Block Party, Open House, Bedtime Story Night, Make and Take, STAAR Night, Science Night, Gifted and Talented Expo, Pastries for Parents, Spring Creek BBQ Family Night, Multicultural Fair/Health Fair, Chick-fil-A Family Night, and Watch D.O.G.S. Program. Include more parent volunteer opportunities after school and weekends.</p>	3.1, 3.2	Principal, Parent Involvement Committee, Parent Liaison, Teachers and PTO	Sign in sheets, parent participation, PTO membership, and surveys will be used to document an increase in parental involvement.				
	<p>Problem Statements: Perceptions 1, 2</p>						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Increase the participation of parents in the Parent Teacher Organization.</p> <p>-Recruit parents as volunteers, PTO and school committee members by inviting them to Open House and discussing ways to get involved on campus. Parents will be provided with the VIP volunteer form</p>	3.1, 3.2	Principal, Parent Involvement Committee, Parent Liaison, Teachers and PTO	Increase in PTO enrollment and participation among parents and staff.				
	<p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: 211 Title I, Part A - 2000.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Parent and Community Engagement</p>
<p>Problem Statement 1: According to the K12 Insight Survey, there is a discrepancy between the parent and staff ratings. Root Cause 1: We need to do better as a staff explaining the way we do business to parents. One example of this discrepancy is a question referring to how the lessons relate to life outside of the school. Parents rated this question as 63% good or excellent, whereas staff members rated this question 99% good or excellent. There is clearly a discrepancy between the parents and staff members perceptions.</p>
<p>Perceptions</p>
<p>Problem Statement 1: According to the K12 Insight Survey, there is a discrepancy between the parent and staff ratings. Example: Root Cause 1: We need to do better as a staff explaining the way we do business to parents. One example of this discrepancy is a question referring to how the lessons relate to life outside of the school. Parents rated this question as 77% good or excellent, whereas staff members rated this question 90% good or excellent. There is clearly a discrepancy between the parents and staff members perceptions.</p>
<p>Problem Statement 2: According to the K12 Insight Survey, only 78% of parents feel that school the school uses family input to improve instruction. Root Cause 2: We need to be more intentional with involving parents in curriculum and instructional decision making.</p>







Goal 5: Opportunities and choice for every family.

Performance Objective 1: Beneke Elementary School will facilitate the transition of students between grade levels through the utilization of active, participatory programs that allow students to observe the daily functions of classrooms at the next grade level, engage in ongoing communications between the campus and parents, as well as using relevant data to make instructional, placement decisions for each student at the end of the academic year. Additionally, Beneke Elementary School will ensure that students and parents are empowered to participate and/or volunteer in academic and athletic extracurricular activities offered on the campus.

- Evaluation Data Source(s) 1:**
1. State Assessment Data, PBMAS, Budget, Retention Data, Campus Surveys, and Meeting Minutes.
 2. Assessment data: 2017-2018 STAAR & TELPAS Results/DRA/District Checkpoints/Eduphoria/Academic Excellence Indicator System (Trend Data)
 3. 2017-2018 CIP and Campus Needs Assessment
 4. Attendance rates: Absences/Perfect Attendance/Tardies/Leave Early/Staff attendance Reports
 5. Surveys: K12 Insight Teacher and Parent Survey/2017-2018 Campus Teacher Survey
 6. Intervention Data: Summative Evaluation/Observations/Goal Setting & Staff Development Plans/Manning Table/District Development Walks
 7. Staff Development: Sign-in Sheets/Workforce Development Calendars/Summative Evaluation/District Developmental Walks
 8. Curriculum: District Scope and Sequence/Benchmark Blueprints/STAAR Release Test
 9. Findings from the Continuous Improvement Process

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Support and facilitate student transitions between grade levels K-4th:</p> <p>-Students will engage in Sneak-Peek Orientation sessions which will allow them to observe how students in the next grade level participate in the classroom setting.</p>	2.4, 2.5, 2.6	Team Leaders Teachers Counselor	Feedback from the student, teachers, and parents will be utilized in determining the effectiveness of Beneke's transition plan.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Expose 5th grade students to the Middle School class selection process through engagement in school orientation programs and visitations from middle school instructional/extracurricular program representatives.</p>	2.6	Team Leaders Teachers Counselor	Feedback from the student, teachers, and parents will be utilized in determining the effectiveness of Beneke's transition plan.				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) The campus will ensure that students and parents are provided the opportunity to pursue and participate in extracurricular academic and athletic programs offered at Beneke Elementary School</p> <p>-The campus will communicate regularly with students and parents about the extracurricular opportunities that are offered throughout the school year. Trained and dedicated staff and community volunteers will be identified who will sponsor extracurricular programs and supervise student recruitment, enrollment and participation.</p>	3.2	Teachers Counselor Principal Assistant Principal	Student/Parent Communication Student Enrollment in Extracurricular Activities				
<p>Problem Statements: Perceptions 1, 2</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>4) The Parent Engagement Liaison (PEL) will assist the campus staff with increasing parent involvement.</p>	2.4, 2.6, 3.1, 3.2	Principal, Assistant Principal, Parent Engagement Liaison (PEL), and Counselor	Parent involvement will increase by 10%				
<p>Funding Sources: 211 Title I, Part A - 2000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Beneke Elementary will provide specialized programs to support diverse learning experiences for its scholars.</p> <p>100% of grade K-5 Gifted and Talented scholars will complete a scholar inventory and a minimum of two Renzulli independent study projects (one per semester).</p>	2.4, 2.5, 3.2	Principal, Assistant Principal, Teachers, and Gifted and Talented Coordinator	Beneke will increase opportunities and choice for families of gifted learners. Scholars will be college and career ready and are prepared for post-secondary school.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>6) Beneke will participate in the GT Expo to present the Texas Performance Standards Project (TPSP) research.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers, and Gifted and Talented Coordinator	Beneke will increase opportunities and choice for families of gifted learners.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>7) Fine Arts teachers will utilize the PVA curriculum to create alignment that support scholars academic achievement in addition to actives and programs.</p>	2.4, 2.5, 3.2	Principal, Assistant Principal, and Fine Arts teachers	Teachers will have a rigorous and aligned curriculum that improves the academic performance of all scholars.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: According to the K12 Insight Survey, there is a discrepancy between the parent and staff ratings. Example: **Root Cause 1:** We need to do better as a staff explaining the way we do business to parents. One example of this discrepancy is a question referring to how the lessons relate to life outside of the school. Parents rated this question as 77% good or excellent, whereas staff members rated this question 90% good or excellent. There is clearly a discrepancy between the parents and staff members perceptions.

Problem Statement 2: According to the K12 Insight Survey, only 78% of parents feel that school the school uses family input to improve instruction. **Root Cause 2:** We need to be more intentional with involving parents in curriculum and instructional decision making.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students performing below 70% will be identified through analyzing assessment data. Individualized instructional plans will be created to target weak objectives. Students will be provided 225 minutes a week during school-wide Intervention/Enrichment (WIN) Block, ensuring that students reach or exceed the passing standards.
1	1	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.
1	1	3	Purchase technology equipment to adequately maintain and support the use of online intervention tools in every classroom. This will include programs such as MAP and Khan Academy. Also, Flocabulary will be purchased to provide teachers with an engaging resource to increase vocabulary and comprehension in the classroom.
1	1	4	To increase science performance throughout the campus, teachers will create rigorous lessons that are aligned with state standards. The Science Task Force will implement 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.
1	1	5	To maintain our campus writing performance and continue to motivate and encourage a love for writing, the Literacy Task Force, led by the Literacy Coach, will align the literacy plan for K-2nd throughout the campus . We will provide a writing camp, "Camp Write-A-Lot" for 4th grade students to motivate and increase their writing skills. Consultants from the Writing Academy will provide teachers with a summer writing training and a student writing camp in March 2019.
1	1	7	To close performance gaps and support all sub-pops in attaining a minimum of 70% passing in reading, science, writing, and math, . The campus task force will monitor instruction and ensure that lessons are taught to fidelity and students not successful on assessments are provided support.
1	1	8	The teachers will utilize the MAP/Renaissance Screener for K-5th grade to identify baseline performance for students in reading and math. Those students will be provided targeted interventions to address learning gaps.
2	1	1	Guided reading training will be provided by consultant, Dr. Mario Campanaro for K-2nd grade teachers in order to ensure that students are reading on or above their reading level.
2	1	2	Beneke will utilize the CHAMPS program and Teach Like a Champion strategies to assist in the character development and school wide behavior on campus. Character Development and School Wide Behavior Program will be implemented to increase positive behavior and good decision making.
3	1	1	During Professional Learning Community meetings, teachers will collaborate, learn, and practice delivering instruction. Vertical planning sessions will occur three times per year and focus on gaps in trends based on assessment results.
3	1	3	Utilize relevant data to ensure that students are assigned to appropriate instructional placements based on individual needs.

State Compensatory

Budget for Beneke Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,000.00
	6100 Subtotal:	\$55,000.00

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Selene Rodriguez	Interventionist	Title 1	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Classroom Teacher	Ashley Baker	Teacher
Classroom Teacher	Allison Boyer	Teacher
Classroom Teacher	Detra R. Conner	Teacher
Classroom Teacher	Valeria Corea	Teacher
Classroom Teacher	Linda Doung	Teacher
Classroom Teacher	Karhonda Flournoy	Teacher
Administrator	LaTracy Harris	Principal
Business Representative	Diane Darby	Business Partner
Community Representative	James Holman	Community Partner
Classroom Teacher	Beatriz Leos	Teacher
Community Representative	Robert Mills	Community Partner
Classroom Teacher	Patricia Murry	Teacher
Non-classroom Professional	Conchetta Sefas	Librarian
District-level Professional	Johanna Olson	District Representative
Administrator	Valyncia Bigsby	Assistant Principal
Administrator	Jocelyn Stokes	Counselor

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Motivation Math		\$1,000.00
1	1	1	Student Support Specialist		\$0.00
1	1	1	Pre-Kindergarten Teacher and Paraprofessional		\$0.00
1	1	2	Tutorials	6118.TU	\$5,500.00
1	1	2	Instructional Materials	6321.00	\$3,000.00
1	1	2	General Supplies	6399.00	\$2,000.00
1	1	7	Math Coach		\$0.00
1	1	8	Student Support Specialist	6119	\$0.00
1	1	8	Math Coach		\$0.00
1	1	14	Prekindergarten Aide	18904.00	\$0.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$0
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials for tutorials and interventions		\$9,000.00
1	1	1	Paper and pencils for intervention groups. Toner for copies and student work.		\$300.00
1	1	1	Interventionist		\$25,000.00
1	1	2	Interventionist (Robinson, Porea, and Wood)		\$26,703.00
1	1	2	After school tutoring pay for teachers		\$1,000.00
1	1	3	Earbuds for Online Programs		\$500.00
1	1	3	Flocabulary		\$2,000.00
1	1	4	Supplies and computer software		\$500.00

1	1	5	Writing Academy Training for Teachers		\$1,250.00
1	1	5	Writing Academy Workshop for Students		\$2,900.00
1	1	6	Activities for perfect attendance recipients- ex. magic show, school dance, etc.		\$0.00
1	1	7	Mentoring Minds, Forde Ferrier, and Science consumables		\$15,000.00
1	1	8	MAP/Renaissance		\$0.00
1	1	10	Library Media Specialist (District Funded)		\$0.00
2	1	1	Funding for Dr. Mario Campanaro		\$8,000.00
2	1	5	Training resources, materials, and supplies for teachers to use during PLC (sticky notes, highlighters, folders, binders, pencils, laminating film, copy paper, pens, and markers)		\$1,500.00
3	1	2			\$1,000.00
4	1	1	Materials for parents (Copy paper, toner, folders, tag board, tape, laminating film, and highlighters)		\$500.00
4	1	3	Parent Liaison		\$2,000.00
5	1	4			\$2,000.00
Sub-Total					\$99,153.00
Budgeted Fund Source Amount					\$99,153.00
+/- Difference					\$0
Grand Total					\$110,653.00