

**Spring Independent School District**  
**Beneke Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** September 7, 2021  
**Public Presentation Date:** September 2, 2021

# 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 35 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 2020-2021 school year by using demographic information from May 2021. The current student enrollment at Beneke Elementary is 627, which slight decrease from the 2020-221 school year which was at 689 students at snapshot. Data from August 2021 indicates that the Hispanic student group is the largest population with 434 students. The African American student group is the second largest with 188 students, followed by the Asian student group with 41 students. The White and American Indian student groups are the smallest with a total of 19 students and 4 students classified as Native Hawaian/Pacific Islander. There are 3 students classified as Two-or-More Races. Out of the 627 for the 2021-2022 school year students enrolled, 68% are listed as At Risk, 5.9% are in the Gifted and Talented program, 9.9% receive Special Education services, 90.1% are listed as Economically Disadvantaged, 10.2% are classified as ESL students, 37.8% listed as LEP and 28.1% receive Bilingual services. The overall attendance for the 2020-2021 was 96.6%.

### 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%
- Staff Ratings on the School Quality Survey  
 Academic Support - 97%  
 Student Support - 95%  
 School Leadership - 98%  
 Family Involvement - 97%  
 Safety and Behavior - 97%

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. **Root Cause:** Scaffolding instruction and training was not provided to inclusion teachers.

**Problem Statement 2 (Prioritized):** Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

**Problem Statement 3 (Prioritized):** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

**Problem Statement 4 (Prioritized):** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID) School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

**Problem Statement 5 (Prioritized):** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

# 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 2020-2021

#### 3<sup>rd</sup> Grade English Reading Students

10% of the students met Masters Standard

28% of the students met Meets Standard

65% of the students met Approaches Standard

### **3<sup>rd</sup> Grade Spanish Reading Students**

26% of the students met Masters Standard

33% of the students met Meets Standard

67% of the students met Approaches Standard

### **3<sup>rd</sup> Grade English Math Students**

.08% of the students met Masters Standard

18% of the students met Meets Standard

61% of the students met Approaches Standard

### **3<sup>rd</sup> Grade Spanish Math Students**

24% of the students met Meets Standard

64% of the students met Approaches Standard

### **4<sup>th</sup> Grade English Reading Students**

.1% of the students met Masters Standard

23% of the students met Meets Standard

23% of the students met Approaches Standard

### **4<sup>th</sup> Grade Spanish Reading Students**

.09% of the students met Masters Standard

.09% of the students met Meets Standard

27% of the students met Approaches Standard

#### **4<sup>th</sup> Grade English Math Students**

.09% of the students met Masters Standard

22% of the students met Meets Standard

22% of the students Met Approaches Standard

#### **4<sup>th</sup> Grade Spanish Math Students**

18% of the students met Meets Standard

45% of the students met Approaches Standard

#### **5<sup>th</sup> Grade English Reading Students**

22% of the students met Masters Standard

37% of the students met Meets Standard

67% of the students met Approaches Standard

#### **5<sup>th</sup> Grade Spanish Reading Students**

.4% of the students met Masters Standard

.6% of the students met Meets Standard

.8% of the students met Approaches Standard

#### **5<sup>th</sup> Grade English Math Students**

18% of the students met Masters Standard

36% of the students met Meets Standard

60% of the students met Approaches Standard

## TELPAS

2020-2021 School Year Beneke tested 297 students on TELPAS and of those 297 students the composite scores were as follows:

31% scored Beginning level

39% scored Intermediate level

22% scored Advanced level

8% scored Advanced High level

## Circle

Language & Literacy BOY

48 Students tested 31.3% Needs Support 68.8% On Track

Language & Literacy EOY

48 Students tested 20.8% Needs Support 79.2% On Track

Mathematics BOY

48 Students tested 8.3% Needs Support 91.7% On Track

Mathematics EOY

49 Students tested 28.6% Needs Support 71.4% On Track

Spanish Language & Literacy BOY

28 Students tested 21.4% Needs Support 78.6% On Track

Spanish Language & Literacy EOY

25 Students tested 4% Needs Support 96% On Track

Spanish Mathematics BOY

28 Students tested 3.6% Needs Support 96.4% On Track

Spanish Mathematics EOY

25 Students tested 8% Needs Support 92% On Track

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

**Problem Statement 2 (Prioritized):** Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science **Root Cause:** Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.

**Problem Statement 3 (Prioritized):** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID) School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

**Problem Statement 4 (Prioritized):** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the district goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

# 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 70 staff members and for the 2021-2022 school year only 3 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 (Prioritized):** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the district goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

**Problem Statement 2 (Prioritized):** 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:** Teachers need additional training on how to implement the curriculum with fidelity.

**Problem Statement 3 (Prioritized):** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

**Problem Statement 4 (Prioritized):** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID) School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

# 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 2021-2022 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 in 2019 due to COVID, 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 94% according to parents and 100% according to staff. The parents also rated Beneke as having 95% of parents feel that staff members treat them with respect. 90% 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 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, 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, Watch D.O.G.S., and PTO. Services to support families include: Health Fair, Counseling Services, Drug Awareness Week, and Parent Conferences.

### **Perceptions Strengths**

According to the 2018-2019 School Quality Survey (a survey was not completed in 2019-2020 due to COVID):

Parents ratings:

- 89% of parents reported receiving academic support for their students, which is an increase from 84% the previous year.
- 89% of parents believe students receive support, which is an increase from 81% the previous year.
- 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

- 97% of staff members rated the campus for providing academic support for students, which is an increase from 89% the previous year.
- 95% of staff members believe students receive consistent support, which is an increase from 90% the previous year.
- 98% of staff members believe that school leadership responds to their needs and concerns, which is an increase from 86% the previous year.
- 97% of staff members believe that the school makes an effort to involve parents in campus activities, which is an increase from 89% the previous year.
- 97% of staff members believe that the school provides a safe environment and responds to discipline in a timely and fair manner, which is an increase from 89% increase from the previous year.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** According to the K12 Insight Survey , only 89% of parents feel that their child receives academic support. **Root Cause:** Clearly and consistently communicate with parents the academic supports we offer and what academic supports their child is receiving

**Problem Statement 2 (Prioritized):** Based on the School Quality Survey, only 77% of our parents feel that teachers show students how their lessons relate to life outside of school. **Root Cause:** No process implemented to ensure that parents receive information regarding how teachers connect learning to real-world experiences.

**Problem Statement 3 (Prioritized):** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID)School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

**Problem Statement 4 (Prioritized):** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

**Problem Statement 5 (Prioritized):** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

# Priority Problem Statements

**Problem Statement 1:** Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science.

**Root Cause 1:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing.

**Root Cause 2:** Scaffolding instruction and training was not provided to inclusion teachers.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The overall science performance in 5th grade decreased from 60% to 57.99%.

**Root Cause 3:** There was a concentrated focus on experiments and not application.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 4:** Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science

**Root Cause 4:** Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98%

**Root Cause 5:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

**Problem Statement 5 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 6:** 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 6:** Teachers need additional training on how to implement the curriculum with fidelity.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** According to the K12 Insight Survey , only 89% of parents feel that their child receives academic support.

**Root Cause 7:** Clearly and consistently communicate with parents the academic supports we offer and what academic supports their child is receiving

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Based on the School Quality Survey, only 77% of our parents feel that teachers show students how their lessons relate to life outside of school.

**Root Cause 8:** No process implemented to ensure that parents receive information regarding how teachers connect learning to real-world experiences.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID) School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction.

**Root Cause 9:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

**Problem Statement 9 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## 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

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- STEM/STEAM 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

## 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
- TTESS data

#### **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 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Results, MAP data, DRA data, checkpoint and benchmark data, and EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Interventionist Salary - 211 Title I, Part A - \$33,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The teachers will utilize the MAP(3rd -5th), and TPRI, 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 aps.</p> <p><b>Strategy's Expected Result/Impact:</b> BOY, MOY, and EOY results will be analyzed to provide targeted interventions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Student Support Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> MAP, TPRI, Tejas Screeners - 211 Title I, Part A - \$7,500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will maintain a score of 70% or above on writing assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Title I Teacher Salary - 211 Title I, Part A - \$40,000, Interventionist Salary, supplies and vender approved workbooks to supplement student progress - 211 Title I, Part A - \$25,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. <b>Root Cause:</b> Scaffolding instruction and training was not provided to inclusion teachers.</p>
<p><b>Problem Statement 2:</b> Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. <b>Root Cause:</b> Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science <b>Root Cause:</b> Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.</p>

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

**Performance Objective 2:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Results, MAP data, checkpoint and benchmark data, and EOY .

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will increase their capacity for planning, lesson delivery, and analyzing data which will result in gains in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Supplemental Teaching materials, pens, pencils, paper, folders, privacy screens - 199 General Fund - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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. Paper and printing supplies as well as laminated materials will be provided for planning students work after school and on Saturday</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Student Support Specialist, Team Leaders and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 3 - Perceptions 4</p> <p><b>Funding Sources:</b> Supplemental Supplies for Eureka Math - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. <b>Root Cause:</b> Scaffolding instruction and training was not provided to inclusion teachers.</p>
<p><b>Problem Statement 2:</b> Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. <b>Root Cause:</b> Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.</p>
<p><b>Problem Statement 3:</b> The overall science performance in 5th grade decreased from 60% to 57.99%. <b>Root Cause:</b> There was a concentrated focus on experiments and not application.</p>
Student Learning
<p><b>Problem Statement 1:</b> The overall science performance in 5th grade decreased from 60% to 57.99%. <b>Root Cause:</b> There was a concentrated focus on experiments and not application.</p>
<p><b>Problem Statement 2:</b> Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science <b>Root Cause:</b> Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers need additional training on how to implement the curriculum with fidelity.</p>
<p><b>Problem Statement 3:</b> The overall science performance in 5th grade decreased from 60% to 57.99%. <b>Root Cause:</b> There was a concentrated focus on experiments and not application.</p>

## Perceptions

**Problem Statement 4:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

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

**Performance Objective 3:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Science checkpoints, benchmarks, and STAAR results will be analyzed to ensure that students score above 70%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Science Task Force</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes &amp; Programs 3 - Perceptions 4</p> <p><b>Funding Sources:</b> Supplemental Science resources - 199 General Fund - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Academic performance will be monitored through weekly assessments, Circle Data, exit tickets, checkpoints, benchmarks and STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will be monitored and academic performance will improve</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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. Stemsscopes as well as Mentoring Minds will be used to supplement the curriculum used in the classrooms to help accelerate student learning</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Student Support Specialist, Team Leaders and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Colored paper, computer toner, crayons, laminator, markers, chart paper - 211 Title I, Part A - \$7,500, Interventionist resources, supplemental workbooks - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Science checkpoints, benchmarks, and STAAR results will be analyzed to ensure that students score above 70%</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Science Task Force</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes &amp; Programs 3 - Perceptions 4</p> <p><b>Funding Sources:</b> Science materials for the science fair, science supplemental materials - 211 Title I, Part A - \$5,000</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>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. <b>Root Cause:</b> Scaffolding instruction and training was not provided to inclusion teachers.</p>
<p><b>Problem Statement 2:</b> Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. <b>Root Cause:</b> Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.</p>

### Demographics

**Problem Statement 3:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

### Student Learning

**Problem Statement 1:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

**Problem Statement 2:** Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science **Root Cause:** Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.

### School Processes & Programs

**Problem Statement 3:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

### Perceptions

**Problem Statement 4:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

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

**Performance Objective 4:** By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will gain a deeper understanding and mastery of the skills being taught</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leaders</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Additional PK resources to be used in addition to school materials - 211 Title I, Part A - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Writing compositions will be collected monthly and reviewed to inform instructional decisions</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Composition notebooks, pens, pencils - 211 Title I, Part A - \$7,740</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. <b>Root Cause:</b> Scaffolding instruction and training was not provided to inclusion teachers.</p>

### Demographics

**Problem Statement 2:** Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

### Student Learning

**Problem Statement 2:** Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science **Root Cause:** Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.

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

**Performance Objective 5:** By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP data, checkpoint and benchmark data, Frog Street and EOY M-Circle.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Intervention Progress Monitoring Forms will be utilized to track weekly progress of mastery towards skills. 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><b>Strategy's Expected Result/Impact:</b> Improved mastery on skills targeted  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leaders  <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 3 - Perceptions 4  <b>Funding Sources:</b> stickers, pens, pencils, pens, crayons - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The teachers will be supported in implementing the PLC Protocol with fidelity; Learning, Instructional Planning, Practice, and DDAP (data driven action planning).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their capacity for planning, lesson delivery, and analyzing data which will result in gains in student performance  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Team Leaders  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. <b>Root Cause:</b> Scaffolding instruction and training was not provided to inclusion teachers.</p>

### Demographics

**Problem Statement 2:** Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

**Problem Statement 3:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

### Student Learning

**Problem Statement 1:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

**Problem Statement 2:** Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science **Root Cause:** Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.

### School Processes & Programs

**Problem Statement 3:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

### Perceptions

**Problem Statement 4:** The overall science performance in 5th grade decreased from 60% to 57.99%. **Root Cause:** There was a concentrated focus on experiments and not application.

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

**Performance Objective 6:** By June 2022 (EOY), 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The administrative team will plan weekly in PLC meetings with the reading and writing teachers to ensure fidelity with implementing the district literacy framework.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the academic year, 80% of the students will read on or above grade level.</p> <p>October: running records will yield at least 25% of students increasing by 5%.</p> <p>November: running records will yield at least 50% of students increasing by 5%.</p> <p>January: running records will yield at least 75% of students increasing by 5%.</p> <p>March: running records will yield at least 80% of students increasing by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leaders</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Supplemental Amplify reading materials - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students performing below 70% in reading 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</p>	Formative			Summative
	Oct	Dec	Mar	June

standards

**Strategy's Expected Result/Impact:** Intervention Progress Monitoring Forms will be utilized to track weekly progress of skill mastery. Students receiving intervention support will demonstrate an improvement in performance as measured by exit tickets, weekly assessments, checkpoints, benchmarks, and STAAR assessments

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Team Leaders, Teachers, and Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Problem Statements:** Demographics 1, 2 - Student Learning 2

**Funding Sources:** student supplemental math and reading resources, new teacher computers for additional teachers - 211 Title I, Part A - \$10,000

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 6 Problem Statements:**

**Demographics**

**Problem Statement 1:** Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. **Root Cause:** Scaffolding instruction and training was not provided to inclusion teachers.

**Problem Statement 2:** Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

**Student Learning**

**Problem Statement 2:** Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science **Root Cause:** Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.

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

**Performance Objective 7:** By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Strategic teacher feedback for optimal gains in teaching and learning for both teachers and students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Team Leaders</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Student Support Specialist, Team Leaders, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p> <p><b>Funding Sources:</b> pens, pencils, paper, workbooks - 211 Title I, Part A - \$5,000, Teachers tutorial supplemental pay - 199 State SCE - State Compensatory Education (PIC - \$6,500</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 7 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. <b>Root Cause:</b> Scaffolding instruction and training was not provided to inclusion teachers.</p> <p><b>Problem Statement 2:</b> Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. <b>Root Cause:</b> Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.</p>

### Student Learning

**Problem Statement 2:** Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science **Root Cause:** Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.

### School Processes & Programs

**Problem Statement 2:** 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:** Teachers need additional training on how to implement the curriculum with fidelity.

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

**Performance Objective 8:** By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Academic performance will be monitored through weekly assessments, checkpoints and benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The administrative team will support teachers in implementing the Amplify and Eureka curriculum with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of implementation will be observed during walkthroughs and observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> computers, printers, paper, ink, scanners, new teacher computers for broke ones and new teacher positions, teacher book study on the Coffee Bean - 211 Title I, Part A - \$14,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 8 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. <b>Root Cause:</b> Scaffolding instruction and training was not provided to inclusion teachers.</p>
<p><b>Problem Statement 2:</b> Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. <b>Root Cause:</b> Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.</p>

## School Processes & Programs

**Problem Statement 2:** 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:** Teachers need additional training on how to implement the curriculum with fidelity.

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

**Performance Objective 9:** By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

**Evaluation Data Sources:** Student Attendance Data Sources and Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase and maintain the attendance rate of 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><b>Strategy's Expected Result/Impact:</b> Attendance reports will be analyzed weekly to ensure the goal of 98% for students is met</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Attendance Committee, and Attendance Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 4 - School Processes &amp; Programs 1 - Perceptions 5</p> <p><b>Funding Sources:</b> attendance awards certificates and trophies - 199 General Fund - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Attendance rates and student performance will increase</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 4 - School Processes &amp; Programs 1 - Perceptions 5</p> <p><b>Funding Sources:</b> printing, paper, printer ink - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 9 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% <b>Root Cause:</b> Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.</p>

### Student Learning

**Problem Statement 4:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the district goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

### School Processes & Programs

**Problem Statement 1:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the district goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

### Perceptions

**Problem Statement 5:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the district goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

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

**Performance Objective 1: By June 2022, achievement gaps between student groups will be decreased.**

**Evaluation Data Sources:** Student work samples, progress reports and report cards. ELL and Special Education Students as they relate to Amplify Pre/Post Tests, Disproportionate Attendance and Discipline Reports, Circle Data, STAAR reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> After-school tutoring, Saturday School, small group instruction and assistance from interventionist will be provided for students scoring below 70%, showing regression or not meeting progress measures on campus, district or state assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly progress will be analyzed using progress monitoring forms to document growth. Tutorial attendance forms will be monitored to ensure that students in need of additional support are attending tutorials</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Student Support Specialist, Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Student supplemental workbooks, materials for Amplify and/or Eureka Math - 199 State SCE - State Compensatory Education (PIC - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase general supplies such as reading journals, binders, markers, crayons, pencils, chart paper, books, privacy folders, folders, white boards, etc. to ensure that students have the supplies needed to successfully participate in the instructional activities. Students will also be provided information and reminder items during Red Ribbon Week to help with keeping students drug free. In addition, students will be provided light snacks during STAAR to help them concentrate and focus</p> <p><b>Strategy's Expected Result/Impact:</b> All students requesting assistance with school supplies will receive supplies needed including homeless and economically disadvantaged students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Student Support Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will engage in a book studies throughout the year to help with teambuilding, stress tolerance and professional communication</p> <p><b>Strategy's Expected Result/Impact:</b> The teachers as a whole will strengthen their bonds as a team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Principal, Assistant principal  
**TEA Priorities:** Recruit, support, retain teachers and principals  
**Problem Statements:** School Processes & Programs 2  
**Funding Sources:** Tutorial Supplemental Pay - 199 General Fund - \$2,500



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. **Root Cause:** Scaffolding instruction and training was not provided to inclusion teachers.

**Problem Statement 2:** Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. **Root Cause:** Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.

**Student Learning**

**Problem Statement 2:** Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science **Root Cause:** Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.

**School Processes & Programs**

**Problem Statement 2:** 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:** Teachers need additional training on how to implement the curriculum with fidelity.

**Perceptions**

**Problem Statement 2:** Based on the School Quality Survey, only 77% of our parents feel that teachers show students how their lessons relate to life outside of school. **Root Cause:** No process implemented to ensure that parents receive information regarding how teachers connect learning to real-world experiences.

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

**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** School Calendar of activities, parent sign-in sheets, Parental Surveys of School information and engagement with them.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Non-Instructional Data Quality Team will meet bi-weekly to identify attendance concerns. Parents will be contacted and invited for a conference</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rates will improve as a result of these efforts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk, Counselor, Student Support Specialist and Registrar</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 4 - School Processes &amp; Programs 1 - Perceptions 5</p> <p><b>Funding Sources:</b> light snacks for parent meetings, paper and pens, attendance programs, composition books - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Parent Engagement Liaison (PEL) will assist the campus staff with increasing parent involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent involvement will increase by 15%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Parent Engagement Liaison (PEL) and Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes &amp; Programs 4 - Perceptions 3</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 4:</b> According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID)School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. <b>Root Cause:</b> School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.</p>

### Demographics

**Problem Statement 5:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

### Student Learning

**Problem Statement 3:** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID)School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

**Problem Statement 4:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

### School Processes & Programs

**Problem Statement 1:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

**Problem Statement 4:** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID)School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

### Perceptions

**Problem Statement 3:** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID)School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

**Problem Statement 5:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

**Goal 4: WELL-BEING-**Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2022, 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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign-In Sheets (participation)

Agendas

Impact data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> District safety reports will indicate 100% compliance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Emergency Response Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 3 - School Processes &amp; Programs 4 - Perceptions 3</p> <p><b>Funding Sources:</b> iDismiss, Disposable Badges, Markers, Whiteboards - 199 General Fund - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be provided emotional and social support through the implementation of CHAMPS, Quaver SEL curriculum, SpringWay Systems and Routines, and character development</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of behavior referrals/counseling referrals and an increase in attendance</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Beneke will provide specialized programs to support diverse learning experiences for its scholars. 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> <p><b>Strategy's Expected Result/Impact:</b> Beneke will increase opportunities and choice for families of gifted learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, and Gifted and Talented Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Problem Statements:</b> Demographics 1, 2, 5 - Student Learning 2, 4 - School Processes &amp; Programs 1 - Perceptions 1, 5</p> <p><b>Funding Sources:</b> Tutorials Supplemental Pay - 199 General Fund - \$4,366, Renzulli Program and supplemental materials - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Based on the 2019 TEA STAAR Summary Report, students receiving SpEd services scored significantly lower than the other student groups in reading, math, science, and writing. <b>Root Cause:</b> Scaffolding instruction and training was not provided to inclusion teachers.</p>
<p><b>Problem Statement 2:</b> Based on the 2019 TEA STAAR Summary Report, students classified as English Language Learners scored lower than the other student groups in reading, math, and science. <b>Root Cause:</b> Reading, math, and science teachers need more support in designing lessons to meet the needs of ESL learners.</p>
<p><b>Problem Statement 4:</b> According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID)School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. <b>Root Cause:</b> School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.</p>
<p><b>Problem Statement 5:</b> According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% <b>Root Cause:</b> Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.</p>
Student Learning
<p><b>Problem Statement 2:</b> Based on the 2021 TEA STAAR Summary Report, students considered at-risk scored lower than the other student groups in reading, math, writing, and science <b>Root Cause:</b> Additional training is needed in identifying what additional academic supports can be utilized in assisting the at-risk population.</p>
<p><b>Problem Statement 3:</b> According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID)School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. <b>Root Cause:</b> School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.</p>
<p><b>Problem Statement 4:</b> According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the distract goal of 98% <b>Root Cause:</b> Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.</p>

## School Processes & Programs

**Problem Statement 1:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the district goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

**Problem Statement 4:** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID) School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

## Perceptions

**Problem Statement 1:** According to the K12 Insight Survey , only 89% of parents feel that their child receives academic support. **Root Cause:** Clearly and consistently communicate with parents the academic supports we offer and what academic supports their child is receiving

**Problem Statement 3:** According to the 2018-2019 (a new survey was not completed 2019-2021 due to COVID) School Quality Survey, 83% of the staff and 78% of the parents believes the school uses family input to improve instruction. **Root Cause:** School personnel should share the results of parent surveys with all stakeholders and collaborate with parents on possible ways to utilize their feedback to improve the instructional program.

**Problem Statement 5:** According to the May 2020 district data reports, the attendance rate for 2020-2021 school year declined to 96.6%. This rate is less 1.2 percentage points below the 97.8% that was in 2019-2020 and 1.4 percentage points below the district goal of 98% **Root Cause:** Students who are enrolled in prekindergarten, have lower attendance than full day K-5 students.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP 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 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **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. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. 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 webpage. 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.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

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.

### **3.2: Offer flexible number of parent involvement meetings**

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cleotilde Herrera	Instructional Aide	TITLE 1	.5
Jeannette Rice	Interventionist	TITLE q	.5
Sean Porea	Teacher Title 1	TITLE 1	.5

# Campus Funding Summary

<b>199 General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplemental Teaching materials, pens, pencils, paper, folders, privacy screens		\$10,000.00
1	3	1	Supplemental Science resources		\$10,000.00
1	9	1	attendance awards certificates and trophies		\$2,500.00
2	1	3	Tutorial Supplemental Pay		\$2,500.00
4	1	1	iDismiss, Disposable Badges, Markers, Whiteboards		\$10,000.00
4	1	3	Tutorials Supplemental Pay		\$4,366.00
<b>Sub-Total</b>					\$39,366.00
<b>Budgeted Fund Source Amount</b>					\$39,366.00
<b>+/- Difference</b>					\$0.00
<b>199 State SCE - State Compensatory Education (PIC)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2	Teachers tutorial supplemental pay		\$6,500.00
2	1	1	Student supplemental workbooks, materials for Amplify and/or Eureka Math		\$5,000.00
<b>Sub-Total</b>					\$11,500.00
<b>Budgeted Fund Source Amount</b>					\$11,500.00
<b>+/- Difference</b>					\$0.00
<b>211 Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist Salary		\$33,000.00
1	1	2	MAP, TPRI, Tejas Screeners		\$7,500.00
1	1	3	Title 1 Teacher Salary		\$40,000.00
1	1	3	Interventionist Salary, supplies and vender approved workbooks to supplement student progress		\$25,000.00
1	2	2			\$0.00
1	2	3	Supplemental Supplies for Eureka Math		\$10,000.00
1	3	2			\$0.00
1	3	3	Colored paper, computer toner, crayons, laminator, markers, chart paper		\$7,500.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Interventionist resources, supplemental workbooks		\$5,000.00
1	3	4	Science materials for the science fair, science supplemental materials		\$5,000.00
1	4	1	Additional PK resources to be used in addition to school materials		\$8,000.00
1	4	2	Composition notebooks, pens, pencils		\$7,740.00
1	5	1	stickers, pens, pencils, pens, crayons		\$1,000.00
1	6	1	Supplemental Amplify reading materials		\$5,000.00
1	6	2	student supplemental math and reading resources, new teacher computers for additional teachers		\$10,000.00
1	7	2	pens, pencils, paper, workbooks		\$5,000.00
1	8	2	computers, printers, paper, ink, scanners, new teacher computers for broke ones and new teacher positions, teacher book study on the Coffee Bean		\$14,000.00
1	9	2	printing, paper, printer ink		\$1,000.00
2	1	2			\$1,000.00
3	1	1	light snacks for parent meetings, paper and pens, attendance programs, composition books		\$2,500.00
4	1	3	Renzulli Program and supplemental materials		\$10,000.00
<b>Sub-Total</b>					\$198,240.00
<b>Budgeted Fund Source Amount</b>					\$198,240.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$249,106.00

# Addendums