

Fort Worth Independent School District

071 Benbrook Middle-High School

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics
Academic Achievement in Social Studies



Mission Statement

To empower all students to be successful through rigorous, engaging and intentional instruction.

Vision

Learning today to lead tomorrow.

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Comprehensive Needs Assessment

Revised/Approved: April 4, 2023

Demographics

Demographics Summary

Our school has a population of about 1450 students that serves 6th - 12 grades. We are a neighborhood school that also serves students from other parts of Fort Worth. Currently our student population consists of:

Caucasion: 44%

African American:8%

Hispanic: 44%

Asian: 2%

American Indian or Alaska Native: 2%

We are served by parent volunteers in our athletic booster clubs and PTA.

Site Based Decision Making Team is comprised of teachers, administrators, community members and parents.

Demographics Strengths

Benbrook Middle-High School has an active and engaged SBDM that regulary meets to plan and reflect on our campus needs and advises the principal.

Other groups that work regularly and effectly are:

Professional Learning Communities for Math, English, Science, Social Studies and 9th grade

Middle school and high school student council continues to grow in its advisement to the principal

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 7th and 8th grades make up the greatest number of discipline referrals **Root Cause:** Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.

Problem Statement 2: Male students make up more than double the discipline infractions of female students. **Root Cause:** Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.

Student Learning

Student Learning Summary

Student achievement appears to be taking an uptrend for the 22-23 school year. We are showing some growth for all content areas including Algebra 1. CCMR rate is projected to have grown considerably from the previous year. Students served by Special education struggle more than other populations. Student skipping is showing as an issue and roadblock to learning.

Student Learning Strengths

Dropout rate is 0%

Content knowledge growth, measured by Carnegie and Mathia has shown growth for most all students.

8th grade social students performance is ranked top in the district

6th grade math is ranked as the top neighborhood campus in the district

CCMR rate is currently 60% (this will change as we get closer to the end of the year)

8th grade science outscored many specialty campuses

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 8th grade reading/ELA achievement/growth is low **Root Cause:** Teacher turnover which resulted in less qualified substitute teacher in charge of the class for the remainder of the year

Problem Statement 2 (Prioritized): English I and II achievement is low **Root Cause:** Lack of focus on TEKS exploration, reaction planning and results review

Problem Statement 3 (Prioritized): Students are not achieving very high on tests outside of EOC exams like: PSAT/ACT/SAT/TSI **Root Cause:** Not enough extension activities to prepare students for success on the PSAT/ACT/SAT/TSI

School Processes & Programs

School Processes & Programs Summary

This past year we implemented Carnegie for middle school math

This past year we implemented Springboard for high school math

Accurate attendance reporting became a stronger priority

We are continuing our programs of study for AP Capstone and our Teaching and Learning strand

School Processes & Programs Strengths

Attendance taking is stronger compliance with state and district mandates and guidelines

Offered 100+ hours for attendance recovery

We began using tutoring hours for attendance recovery to maximize student opportunities

PLC's focused on improving teacher practices

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have seen a dramatic drop in OnRamps enrollment for the upcoming year. **Root Cause:** Students don't know what they are getting into and may not be prepared.

Problem Statement 2 (Prioritized): CCMR rate is at 85% **Root Cause:** Lack of focus on data and planning - making CCMR a lower priority

Problem Statement 3 (Prioritized): PLC meetings get cancelled often which gets in the way of growing teachers efficacy. **Root Cause:** Teachers are being pulled to cover other teacher absences that are not covered by substitutes.

Perceptions

Perceptions Summary

Staff retention rate is about 90%.

We grew the middle school student council to mirror our high school student council.

We maintain about 7 active community partnerships.

Our PTA, Athletic Booster and SBDM are a strong presence and voice on our campus.

Perceptions Strengths

Staff retention rate is about 90%.

We grew the middle school student council to mirror our high school student council.

We maintain about 6 active community partnerships.

Our PTA, Athletic Booster and SBDM are a strong presence and voice on our campus.

We have a new Theatre Booster club

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on feedback, teachers generally do not feel supported with student discipline. **Root Cause:** Teachers do not have representation in discipline programming.

Priority Problem Statements

Problem Statement 1: We have seen a dramatic drop in OnRamps enrollment for the upcoming year.

Root Cause 1: Students don't know what they are getting into and may not be prepared.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: CCMR rate is at 85%

Root Cause 2: Lack of focus on data and planning - making CCMR a lower priority

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: PLC meetings get cancelled often which gets in the way of growing teachers efficacy.

Root Cause 3: Teachers are being pulled to cover other teacher absences that are not covered by substitutes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: English I and II achievement is low

Root Cause 4: Lack of focus on TEKS exploration, reaction planning and results review

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 7th and 8th grades make up the greatest number of discipline referrals

Root Cause 5: Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Based on feedback, teachers generally do not feel supported with student discipline.

Root Cause 6: Teachers do not have representation in discipline programming.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Students are not achieving very high on tests outside of EOC exams like: PSAT/ACT/SAT/TSI

Root Cause 7: Not enough extension activities to prepare students for success on the PSAT/ACT/SAT/TSI

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

District Goals

Revised/Approved: April 4, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 54% to 60% by May 2024.

Increase the percentage of African American students on our campus achieving 'meets' on STAAR from 45% to 50% by May 2024.

Evaluation Data Sources: CIP Companion Data

Strategy 1: We will utilize the Freshman Success Team to monitor both students that are on and off track in order to identify the level of needed supports to ensure individual student success

Strategy's Expected Result/Impact: There will be a 15% drop in discipline referrals
Increase of freshman success on the PSAT reading indicator from 54% to 60%

Staff Responsible for Monitoring: 9th Grade Students, Freshman teachers, freshman success coach, PSSS

Title I:

2.4, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Weekly Freshman Team meetings will be held to review student progress, teacher efficacy, student needs and parent/family contact Intended Audience: 9th grade teachers Provider / Presenter / Person Responsible: Freshman success coach, 9th grade counselor Date(s) / Timeframe: Weekly Collaborating Departments: Counseling, AVID, PSSS, Data	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Attend Summer Institute Intended Audience: 9th grade teacher Provider / Presenter / Person Responsible: AVID Date(s) / Timeframe: Summer 2024 Collaborating Departments: AVID Delivery Method: Conference Funding Sources: Conference Fees - Title I (211) - 211-13-6411-04N-071-30-510-000000-24F10 - \$3,200	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 7th and 8th grades make up the greatest number of discipline referrals Root Cause: Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR English I from 71% to 75% by May 2023.

Increase the percentage of Hispanic students from 68% to 71% by May 2024.

Evaluation Data Sources: STAAR English 1 EOC results and benchmarks

Strategy 1: Improve the quality of tier 1 instruction in English I through the focused effort on quality student engagement, student voice and classroom culture

Strategy's Expected Result/Impact: Increased STAAR performance for all student groups.

Staff Responsible for Monitoring: Asst. principal over ELA, Freshman Success Coach and data analyst

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Allot funds for data analyst Intended Audience: 8th and 9th grade first time testers and retesters for English 1 and II Provider / Presenter / Person Responsible: Principal, Data Analyst Date(s) / Timeframe: August 2023 Delivery Method: Title I budget Funding Sources: Funds - Title I (211) - 211-13-6119-04N-071-30-510-000000-24F10 - \$86,946	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Tutoring will be provided to students that would benefit from the intervention. Intended Audience: Students in need of tutoring. Provider / Presenter / Person Responsible: Principal	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: After regular school hours throughout the school year

Delivery Method: Small group tutoring groups

Funding Sources: funds to pay teachers - SCE (199 PIC 24) - 199-11-6116-001-071-24-243-000000- - \$5,481



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 7th and 8th grades make up the greatest number of discipline referrals **Root Cause:** Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: Increase the percentage of first time testers who score at Meets or above on STAAR English II from 72% to 75% by May 2024.

Increase the percentage of Hispanic Students meeting standard on the STAAR EOC from 63% to 65% by May 2024.

Evaluation Data Sources: STAAR 2023

Strategy 1: Improve high quality tier one instructional practices through focused and targeted PLC professional development and rigorous administrative walkthrough cycles.

Strategy's Expected Result/Impact: Increased STAAR results on the English II exam for all students.

Staff Responsible for Monitoring: Asst. Principal over ELA, Data Analyst

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Hold an after school or Saturday meeting (paying for teacher time and refreshments) that includes teachers and administrators to develop a plan for targeted professional development that will focus on developing plans that best engage students with the learning standards.</p> <p>Intended Audience: English I and II teachers</p> <p>Provider / Presenter / Person Responsible: Principal, Asst. Principal, Freshman Success Coach, lead teachers</p> <p>Date(s) / Timeframe: Plan will be developed by October 6th Plan will be revisited quarterly.</p> <p>Funding Sources: Funds for planning sessions - Title I (211) - 211-13-6116-04N-071-30-510-000000-24F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Purchase more high interest reading materials for students and make them available for students. Intended Audience: Students in grades 6 - 12 Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: By the end of the second grading period. Funding Sources: Funds to purchase books - Title I (211) - 211-12-6329-04N-071-30-510-000000-24F10 - \$14,400	Formative			Summative
	Nov	Jan	Mar	June
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School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: English I and II achievement is low Root Cause: Lack of focus on TEKS exploration, reaction planning and results review

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of 9th and 10th grade students who meet the grade level benchmark in mathematics on PSAT from 30% to 35% by May 2024. Increase the percentage of African American students meeting grade level on the PSAT from 18% to 20% by May 2024.

Evaluation Data Sources: PSAT and district data companion guide

Strategy 1: Continue progress with Freshman Success Team to monitor indicators as well as provide extension activities to prepare students for success on the PSAT/ACT/SAT/TSI

Strategy's Expected Result/Impact: Students meeting the passing standards on SAT will increase.

Staff Responsible for Monitoring: PSSS Coach, Freshman Success Coach and Asst. Principal over Math, Data Analyst

Title I:


2.4, 2.5, 2.6


- **TEA Priorities:**


Build a foundation of reading and math


Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide access through after school activities, including snacks to high quality instruction for student preparation for the SAT and academic UIL activities.</p> <p>Intended Audience: Students taking the PSAT</p> <p>Provider / Presenter / Person Responsible: PSSS, AVID teacher, teachers, Asst. Principal over PSSS.</p> <p>Date(s) / Timeframe: Yearlong</p> <p>Delivery Method: tutoring</p> <p>Funding Sources: Tutoring and practice sessions - Title I (211) - 211-11-6116-04N-071-30-510-000000-24F10 - \$6,200, Funds for snacks and awards - Gifted & Talented (199 PIC 21) - - \$4,542</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Students are not achieving very high on tests outside of EOC exams like: PSAT/ACT/SAT/TSI **Root Cause:** Not enough extension activities to prepare students for success on the PSAT/ACT/SAT/TSI

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 80% to 85% by May 2024. And the percentage of Hispanic students from 72% to 80% by May 2024.

Evaluation Data Sources: Benchmarks and EOC results

Strategy 1: Provide systematic, on-going feedback and coaching to improve quality Tier 1 instruction in all content are for all students

Strategy's Expected Result/Impact: Increased achievement scores in Algebra 1 EOC scores for all students.

Staff Responsible for Monitoring: Asst. Prin. over math, Data Analyst, Freshman Success Coach, Instructional Coach





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will receive professional development on lesson design that focuses on pre-teaching strategies.</p> <p>Intended Audience: Middle school math and Algebra teachers</p> <p>Provider / Presenter / Person Responsible: Asst. Principal over Math, Freshman Success Coach</p> <p>Date(s) / Timeframe: Yearlong</p> <p>Delivery Method: Book study with administration and lead teachers that is transferred to the teachers via PLC</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Hire a substitute for the year to cover unexpected teacher absences in classrooms to assist in ensuring teachers are not pulled for coverage as often as in 2022-23 to allow them to attend PLC's more regularly.</p> <p>Intended Audience: Teachers that will be able to avoid class coverage to attend PLC's.</p> <p>Provider / Presenter / Person Responsible: Assistant Principal over class coverage</p> <p>Date(s) / Timeframe: Hire within the first two weeks of school</p> <p>Funding Sources: funds for substitute - Title I (211) - 211-11-6112-0PD-071-30-510-000000-24F10 - \$14,752.09</p>	Formative			Summative
	Nov	Jan	Mar	June
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School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: English I and II achievement is low Root Cause: Lack of focus on TEKS exploration, reaction planning and results review
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District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 57% to 80% by May 2024.
 Increase the percentage of African American students from to by May 2024

Evaluation Data Sources: CCMR tracker and companion data

Strategy 1: PSSS and the counseling staff to plan for and ensure at least one pathway per student.

Strategy's Expected Result/Impact: Increase percentage of all students meeting CCMR in 12 grade

Staff Responsible for Monitoring: PSSS and Lead Counselor

Title I:





2.4, 2.6

- **TEA Priorities:**

Connect high school to career and college

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide information on the importance of CCMR to BMHS parents an students and how students progression plans and course selections impact its attainment</p> <p>Intended Audience: Parents/Families</p> <p>Provider / Presenter / Person Responsible: PSSS, Lead Counselor and CCMR Coach</p> <p>Date(s) / Timeframe: Fall 2023</p> <p>Collaborating Departments: Go Center</p> <p>Delivery Method: PTA meeting</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Deliver information to prospective and enrolled 'On-Ramps' students and their families about the course requirements and what to expect throughout the year while enrolled.</p> <p>Intended Audience: All On-Ramps students and their families</p> <p>Provider / Presenter / Person Responsible: PSSS</p> <p>Date(s) / Timeframe: By the end of September 2023.</p> <p>Collaborating Departments: English/Math/Science/PSSS</p> <p>Delivery Method: Meeting Presentation</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Provide materials and resources including locked storage needed the in CTE classrooms to promote meeting industry certifications</p> <p>Intended Audience: Students in CTE classrooms Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: by the end of November 2024 Collaborating Departments: CTE and PSSS</p> <p>Funding Sources: locking storage for equipment to support student certification - CTE (199 PIC 22) - - \$8,000, equipment and supplies to provide better opportunities for students to earn certifications - CTE (199 PIC 22) - - \$6,572</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: We have seen a dramatic drop in OnRamps enrollment for the upcoming year. Root Cause: Students don't know what they are getting into and may not be prepared.</p>
<p>Problem Statement 2: CCMR rate is at 85% Root Cause: Lack of focus on data and planning - making CCMR a lower priority</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of Grade 9 students "On Track" from 91% to 92% by May 2024. Increase the percentage of Hispanic student identified as 'on-track' from 91% - 92%

Evaluation Data Sources: B.A.G. Data

Strategy 1: Freshman success initiative will monitor all 9th grade students' attendance, grades and discipline to ensure students are on track to graduate.

Strategy's Expected Result/Impact: Increased 'on-track' numbers for all students

Staff Responsible for Monitoring: Freshman Success Coach





Title I:

2.4, 2.6, 4.1, 4.2

- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Provide opportunities for 9th grade teachers with a common planning period each week to develop support plans for all students Intended Audience: 9th Grade Teachers Provider / Presenter / Person Responsible: Freshman Success Coach Date(s) / Timeframe: Weekly Delivery Method: Meeting	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Plan and host 2 parent involvement activities Intended Audience: 9th graders and families of 9th graders Provider / Presenter / Person Responsible: Freshman Success Coach Date(s) / Timeframe: 1 in August and 1 before the end of the first semester Collaborating Departments: Core departments represented in the 9th grade cohort Delivery Method: Family Meeting	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: CCMR rate is at 85% **Root Cause:** Lack of focus on data and planning - making CCMR a lower priority

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 3: Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 94% to 96% by May 2023.

Evaluation Data Sources: Grades, CIP companion data





Strategy 1: Improve high quality, rigorous Tier 1 instruction in Algebra to refocus on increased student centered practices and classroom culture

Strategy's Expected Result/Impact: Increase Algebra 1 passing rate

Staff Responsible for Monitoring: Freshman Success Coach, Asst. Principal over Math

Title I:
2.6

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Provide professional development in lesson design that engages reluctant learners. Intended Audience: Algebra 1 teachers, FSC Provider / Presenter / Person Responsible: Asst. Principal, FSC, Date(s) / Timeframe: Throughout fall semester Delivery Method: Professional development	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide life skills classes with educational and life skill materials needed to meet the various learning needs in their classes. Intended Audience: Students in self contained classrooms Provider / Presenter / Person Responsible: RISE teachers Date(s) / Timeframe: All purchases completed by the end of October 2023 Funding Sources: Educational materials - SPED (199 PIC 23) - - \$6,000, Life Skill equipment - SPED (199 PIC 23) - - \$4,500, Life skill materials - SPED (199 PIC 23) - - \$3,458	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 3: PLC meetings get cancelled often which gets in the way of growing teachers efficacy. **Root Cause:** Teachers are being pulled to cover other teacher absences that are not covered by substitutes.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 4: Increase the percentage of Grade 11 and 12 students who meet SAT or ACT criteria for CCMR from 10% to 15% by May 2024.

Strategy 1: Improve teacher knowledge and fluency using ACT/SAT preparation , teaching formats, curriculum alignment and rigor expected during students junior year to expose students prior to testing dates





Strategy's Expected Result/Impact: increased ACT/SAT success for all students

Staff Responsible for Monitoring: All Asst. Principals, lead teachers, PSSS

Title I:
2.5, 2.6

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies and resources (Princeton Review or similiar) to focus on SAT prep. Intended Audience: 11th and 12th grade students Provider / Presenter / Person Responsible: PSSS and select junior and senior level teachers Date(s) / Timeframe: Fall of 2023 Collaborating Departments: English and Math Delivery Method: Embedded in classroom instruction and afterschool Funding Sources: Support Materials - Title I (211) - 211-11-6399-04N-071-30-510-000000-24F10 - \$15,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: CCMR rate is at 85% Root Cause: Lack of focus on data and planning - making CCMR a lower priority

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 20% to 15% by May 2024.

Strategy 1: Develop a comprehensive attendance plan that monitors student daily attendance, targeting chronically absent students

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Attendance Clerk, FSC, Stay in School Coordinator and All Asst. Principals

Title I:





2.4

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for students to regain credit when lost due to absences.</p> <p>Intended Audience: Chronically absent students</p> <p>Provider / Presenter / Person Responsible: Teachers and administrative team.</p> <p>Date(s) / Timeframe: First and last grading period.</p> <p>Delivery Method: Outside school day seat time.</p> <p>Funding Sources: Funds to pay staff for supervision - SCE (199 PIC 24) - 199-11-6116-001-071-24-243-000000- - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 7th and 8th grades make up the greatest number of discipline referrals Root Cause: Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the number of out-of-school suspensions for Hispanic students from 104 to 75 by May 2024.

Evaluation Data Sources: FOCUS discipline reports, ADQ cycle reports, BAG reports

Strategy 1: Create an intervention plan with teachers for students that begin accumulating infractions.

Strategy's Expected Result/Impact: redirect negative school behaviors before they escalate to OSS.





Staff Responsible for Monitoring: Intervention specialist and all asst principals

Title I:

2.4, 2.5

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Intervention specialist will provide training to teachers on best practices for behavior management. Intervention specialist will initiate counseling services for students that repeatedly have infractions written on them. Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Intervention Specialist Date(s) / Timeframe: Teacher week back in August, with two check ins throughout the year Collaborating Departments: Administration Delivery Method: Meeting	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 7th and 8th grades make up the greatest number of discipline referrals Root Cause: Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.
Perceptions
Problem Statement 1: Based on feedback, teachers generally do not feel supported with student discipline. Root Cause: Teachers do not have representation in discipline programming.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 6 by May 2024.





Strategy 1: Provide opportunities for students and families to engage in activities beyond the classroom curriculum.

Strategy's Expected Result/Impact: Fewer referrals

Staff Responsible for Monitoring: Intervention specialist, administrative team, counselors, club sponsors

Title I:
2.6

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities for families to engage with the school, their children and the teachers through providing events for them to participate in throughout the year.</p> <p>Intended Audience: Parents and families</p> <p>Provider / Presenter / Person Responsible: Middle School counselor and intervention specialist</p> <p>Date(s) / Timeframe: Approximately event per month</p> <p>Collaborating Departments: Counseling</p> <p>Funding Sources: Refreshments - Parent Engagement - 211-61-6499-04L-071-30-510-000000-24F10 - \$2,173</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 7th and 8th grades make up the greatest number of discipline referrals Root Cause: Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Decrease the overall number of discipline referrals by school personnel from 27% to 20% by May 2024. Decrease the number of discipline referrals by school personnel for African American students from 39% to 30% by May 2024

Evaluation Data Sources: FOCUS Reports

Strategy 1: Redesign the discipline plan.

Strategy's Expected Result/Impact: Fewer infractions

Staff Responsible for Monitoring: Asst. Principal

Title I:
2.6

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Redesign the discipline plan before school begins (providing teacher pay and refreshments) to address best practices and to streamline discipline processes and outcomes to provide the most equitable discipline response possible.</p> <p>Intended Audience: Asst. principals, student leaders, selected parents, teacher leaders</p> <p>Provider / Presenter / Person Responsible: Asst. Principal</p> <p>Date(s) / Timeframe: Completed prior to Aug. 7, 2023</p> <p>Funding Sources: refreshments - Title I (211) - 211-11-6499-04N-071-30-510-000000-24F10 - \$300, Extra duty pay for teachers - Title I (211) - 211-11-6116-0PD-071-30-510-000000-24F10 - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide refreshments for parents and students to participate in developing an improvement discipline program in middle school.</p> <p>Intended Audience: Families and students</p>	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Asst. Principals

Date(s) / Timeframe: 8/31/2023

Collaborating Departments: Counseling

Delivery Method: group meeting

Funding Sources: Refreshments - Parent Engagement - 211-61-6499-04L-071-30-510-000000-24F10 - \$1,000, Chart paper, markers, decorations - Parent Engagement - 211-61-6399-04L-071-30-510-000000-24F10 - \$1,000



No Progress



Accomplished



Continue/Modify



Discontinue

School Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: 7th and 8th grades make up the greatest number of discipline referrals **Root Cause:** Students are not regularly provided engaging lessons that can sustain their attention on content for the 90 minute blocks of time.

Perceptions

Problem Statement 1: Based on feedback, teachers generally do not feel supported with student discipline. **Root Cause:** Teachers do not have representation in discipline programming.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Conference Fees	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-071-30-510-000000-24F10	\$3,200.00
1	2	1	1	Funds	Data Analyst	211-13-6119-04N-071-30-510-000000-24F10	\$86,946.00
1	3	1	1	Funds for planning sessions	Extra duty for summer planning (off contract days)	211-13-6116-04N-071-30-510-000000-24F10	\$1,000.00
1	3	1	2	Funds to purchase books	Reading materials for library use	211-12-6329-04N-071-30-510-000000-24F10	\$14,400.00
2	1	1	1	Tutoring and practice sessions	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-071-30-510-000000-24F10	\$6,200.00
2	2	1	2	funds for substitute	Subs for professional development	211-11-6112-0PD-071-30-510-000000-24F10	\$14,752.09
3	4	1	1	Support Materials	Supplies and materials for instructional use	211-11-6399-04N-071-30-510-000000-24F10	\$15,000.00
4	4	1	1	Extra duty pay for teachers	Extra duty pay for PD after hours	211-11-6116-0PD-071-30-510-000000-24F10	\$300.00
4	4	1	1	refreshments	Snacks or incentives for students	211-11-6499-04N-071-30-510-000000-24F10	\$300.00
Sub-Total							\$142,098.09
Budgeted Fund Source Amount							\$142,098.09
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	2	funds to pay teachers	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-071-24-243-000000-	\$5,481.00
4	1	1	1	Funds to pay staff for supervision	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-071-24-243-000000-	\$8,000.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$13,481.00
Budgeted Fund Source Amount							\$13,481.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1	Refreshments	Snacks for Parents to promote participation	211-61-6499-04L-071-30-510-000000-24F10	\$2,173.00
4	4	1	2	Refreshments	Snacks for Parents to promote participation	211-61-6499-04L-071-30-510-000000-24F10	\$1,000.00
4	4	1	2	Chart paper, markers, decorations	Supplies and materials for parental involvement	211-61-6399-04L-071-30-510-000000-24F10	\$1,000.00
Sub-Total							\$4,173.00
Budgeted Fund Source Amount							\$4,173.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Funds for snacks and awards	GENERAL SUPPLIES		\$4,542.00
Sub-Total							\$4,542.00
Budgeted Fund Source Amount							\$4,542.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	3	locking storage for equipment to support student certification	FURN&EQUIP < \$5000		\$8,000.00
3	1	1	3	equipment and supplies to provide better opportunities for students to earn certifications	INSTRUCTIONAL MATERIALS		\$6,572.00

CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	\$14,572.00
						Budgeted Fund Source Amount	\$14,572.00
						+/- Difference	\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	2	Educational materials	INSTRUCTIONAL MATERIALS		\$6,000.00
3	3	1	2	Life Skill equipment	FURN&EQUIP < \$5000		\$4,500.00
3	3	1	2	Life skill materials	GENERAL SUPPLIES		\$3,458.00
						Sub-Total	\$13,958.00
						Budgeted Fund Source Amount	\$13,958.00
						+/- Difference	\$0.00
						Grand Total Budgeted	\$192,824.09
						Grand Total Spent	\$192,824.09
						+/- Difference	\$0.00

Addendums

Benbrook Middle-High School, #071
201 Overcrest Drive, Benbrook, Texas 76126
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Richard Penland, Principal

Title 1 Parent-Student-Teacher Compact Shared Responsibilities

SCHOOL AGREEMENT:

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- Hold parent/teacher conferences.
- Respond to parent concerns and questions in a timely manner.
- Provide opportunities for parents to volunteer and participate in their child's activities.
- Provide an environment conducive to learning.
- Respect the student, their parents and the diverse culture of the school.

PARENT/GUARDIAN AGREEMENT:

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering.
- See that my child attends school regularly and is punctual.
- Support the school staff and respect cultural differences of others.
- Establish a time and place for homework and check it regularly.
- Will help to make positive use of extracurricular time.

STUDENT AGREEMENT:

It is important that I do the best I can; therefore I will do the following:

- Come to school each day with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability.
- Believe I can learn and I will learn.
- Show respect for my school, myself, other students and have consideration for cultural differences.

Parent Signature

Date