

Fort Worth Independent School District

103 Benbrook Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

We will provide a challenging curriculum that motivates students to excel academically and to be a constantly developing community of learners.

Vision

Creating a community of respectful and productive citizens who are lifelong learners.

Core Beliefs

- We believe that each individual has special worth and should be honored.
- We believe that learning is a partnership involving students, families, teachers, and the community.
- We believe in providing a safe and welcoming environment.
- We believe in setting high expectations and providing support in order for students to achieve their highest potential.
- We value diversity and strive to create inclusive, engaging classroom environments.

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

Demographics

Demographics Summary

With more than 84,000 students in 82 elementary schools, 24 middle schools and 6th grade centers, 21 high schools and 16 other campuses, Fort Worth ISD is highly diverse:

- Hispanic: 63%
- African American: 22%
- White: 11%
- Asian: 0.17%
- Two or more races: 0.17%

Benbrook Elementary is an 68 year-old, PK-5th Title I campus in Fort Worth ISD in Benbrook, TX TEA reported data from 18-19:

- Hispanic: 31%
- African American: 6%
- White: 56%
- Asian: .3%
- Two or more races: 5%

Our campus is located in the small but growing community of Benbrook, southwest of Fort Worth. We have a tight-knit, small town feel, yet benefit from the resources and support of a large district. Most families live within two miles and drop off and pick up students. Our only students who ride a bus are those served in our SEAS (Social Emotional Academic Support) and ECSE (Early Childhood Special Education) programs.

This past year, since the pandemic we have seen a decrease in enrollment from 600 students to 485 students. Regarding percentages of in-person and virtual learners, Benbrook currently has 80% of students learning in person and 20% learning virtually. Our campus currently has a 95.8% attendance rate so far for the 2020-2021 school year.

Our campus benefits from a strong partnership with parents and a focus on high-quality education. Benbrook Elementary's student groups include 4.3% English Language Learners (ELLs), 8.4% Gifted and Talented, and 10.9% Special Education. Additionally, 57% are economically disadvantaged.

Benbrook Elementary employs a high-quality, talented staff. Benbrook is fortunate to have a staff that closely monitors student groups with regards to race and ethnicity as well

as special programs. The turnover rate among our staff is low, and people love to work at Benbrook Elementary. Our campus employs stakeholder input in various ways including a guiding coalition and Professional Learning Communities (PLCs) as well as our Site-Based Decision-Making (SBDM) committee.

Demographics Strengths

- Tight-knit, small town community feel
- 80% of learners attending in-person
- Strong family engagement and community support
- Low staff turnover

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment dropped from 600 students during the 2019-2020 school year to 485 students during the 2020-2021 school year. **Root Cause:** Ineffective communication, recruitment, and marketing.

Student Learning

Student Learning Summary

Benbrook Elementary has historically performed near the top of all FWISD Elementary Schools. We are rated TIER 2 on the School Performance Framework Rating. Our most recent TEA Report Card Accountability Rating was a C at 77%. Student Learning was challenging to assess during the 2020-2021 school year based on the gaps of learning that occurred in the spring of 2020 and the implementation of virtual learning. The campus data shows we are showing growth in MAP but not meeting our historical achievement targets based on prior years' STAAR. The campus leadership team disaggregated the MOY MAP data in Reading and Math. Some concerns stood out when comparing Math MAP projected growth from BOY to MOY in 2019-2020 and 2020-2021. In 2019-2020, 65% of students met projected growth, while in 2020-2021, only 44% met projected growth. In Reading, 42% of students met projected growth on MAP from BOY to MOY. Our continued focus on growth for ALL students must remain at the forefront of all decision-making.

Student Learning Strengths

- steady growth in Math RIT scores from BOY to EOY (average growth 7.8)
- 64% of students met growth projection in math.
- students exceeded projected growth measures in math in grades 1, 2, and 4.
- steady growth in Reading RIT scores from BOY to EOY (average growth 5.1)
- 44% of students met growth projection in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 39% of Hispanic students met the projection on the MOY MAP Reading assessment, and 41% of White students met the projection. **Root Cause:** Lack of academic rigor and extension of learning.

Problem Statement 2 (Prioritized): 44% of Hispanic students met the projection on the MOY MAP Math assessment, and 46% of White students met the projection. **Root Cause:** Lack of academic rigor and extension of learning.

School Processes & Programs

School Processes & Programs Summary

Campus processes and programs were reviewed. Results identified several school-wide processes needing improvement:

- (1) Literacy Framework
- (2) Equity work
- (3) Tier 2 interventions/Branching Minds
- (4) Attendance monitoring and interventions
- (5) Social Emotional Learning

School Processes & Programs Strengths

- Response to Intervention processes are in place
- Support and services for students through 504 and Special Education

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 32% of teachers gave a favorable response when asked how well our school helps students speak out against racism. **Root Cause:** Faculty is not comfortable or skilled in dealing with issues of race with students.

Problem Statement 2: 43% of students gave favorable responses when asked about their ability to regulate their own emotions. **Root Cause:** Students do not have effective strategies for identifying and regulating their emotions.

Perceptions

Perceptions Summary

Benbrook Elementary seeks the feedback of all stakeholders through regular surveys.

The most significant teacher survey results from 2020-2021 include: 61% Cultural Awareness and Action; 81% Educating All Students; 56% Faculty Growth Mindset; 62% Feedback and Coaching; 100% Inviting Work Environment; and 89% Staff-Leadership Relations.

The most significant student survey results from 2020-2021 include: 43% Emotion Regulation; 54% Engagement; 59% Sense of Belonging; 57% Social Awareness; 85% Supportive Relationships and 64% Teacher-Student Relationships.

Benbrook Elementary places a priority on creating a family and community friendly school environment. We know communication is a key way to engage parents and the community. Benbrook Elementary maintains communication with families through frequent callouts, emails, and school events posted on the marquee. We also maintain a parenting bulletin board near our front entrance and update our school website to provide important information. We have active accounts on social media sites such as Facebook, Twitter, and Instagram. We take pride in the fact that parents consistently report our office staff as professional and very friendly. We also have an active Parent Teacher Association.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. In the past two school years, Benbrook Elementary had very few incidents of negative behavior. Our most challenging behaviors are from our SEAS students who have behavioral goals in their IEPs. Our SEAS response team is well-trained and works to prevent, diminish, and minimize the impact of those behaviors.

Perceptions Strengths

Staff are happy working at Benbrook Elementary. 100% of teachers agreed that the school is an inviting work environment. 95% report that the school leaders are friendly to them. 92% gave a favorable response to the amount of trust that exists between school leaders and faculty.

Students report high levels of supportive relationships. 86% of students report that they have a teacher or other adult from school they can count on to help them, no matter what. 84% report having a family member or other adult outside school who they can count on to help them, no matter what. 86% report having a friend from school they can count on to help them, no matter what. 81% gave a favorable response as to how respectful their teacher is toward them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 49% of teachers gave a favorable response as to the extent they feel they can increase how much their most difficult students learn from them. **Root Cause:** Lack of resources and programs to support difficult students.

Problem Statement 2 (Prioritized): 46% of students gave a favorable response as to how concerned their teacher would be if they walked into class upset. **Root Cause:** Need for students to express their emotions and connect with adults.

Priority Problem Statements

Problem Statement 1: 39% of Hispanic students met the projection on the MOY MAP Reading assessment, and 41% of White students met the projection.

Root Cause 1: Lack of academic rigor and extension of learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 44% of Hispanic students met the projection on the MOY MAP Math assessment, and 46% of White students met the projection.

Root Cause 2: Lack of academic rigor and extension of learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 46% of students gave a favorable response as to how concerned their teacher would be if they walked into class upset.

Root Cause 3: Need for students to express their emotions and connect with adults.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 32% of teachers gave a favorable response when asked how well our school helps students speak out against racism.

Root Cause 4: Faculty is not comfortable or skilled in dealing with issues of race with students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 49% of teachers gave a favorable response as to the extent they feel they can increase how much their most difficult students learn from them.

Root Cause 5: Lack of resources and programs to support difficult students.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- TTESS data
- T-P ESS data

Parent/Community Data

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

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
- Study of best practices

Goals

Revised/Approved: October 1, 2021





Goal 1: Early Literacy

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.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 83.1% to 90% by May 2022.

Increase the percentage of White students in PK who score On Track on Circle Phonological Awareness from 77.3% to 85% by May 2022.

Evaluation Data Sources: Circle Assessment Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, and explicit lesson delivery.</p> <p>Strategy's Expected Result/Impact: PK students will show an increase of of 7% for all students and 8% for white students scoring on track on Circle Phonological Awareness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PK Teachers, PK Teacher Assistants</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: reading management software - Title I (211) - 211-11-6329-04E-103-30-510-000000-22F10 - \$5,000, poster maker for instructional use - Title I (211) - 211-11-6398-04E-103-30-510-000000-22F10 - \$8,000, library books - Title I (211) - 211-12-6329-04E-103-30-510-000000-22F10 - \$5,000, supplemental instructional materials - Title I (211) - 211-11-6399-04E-103-30-510-000000-22F10 - \$12,889, substitutes for Lesson Study and instructional planning - Title I (211) - 211-11-6112-0PD-103-30-510-000000-22F10 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 39% of Hispanic students met the projection on the MOY MAP Reading assessment, and 41% of White students met the projection. Root Cause: Lack of academic rigor and extension of learning.</p>

Goal 1: Early Literacy

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.





Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 47.9% to 55% by May 2022.

Increase the percentage of Two or More Race students in K-3 who Meet or Exceed grade level expectations on key MAP Fluency indicators from 33.3% to 40% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers to implement the literacy framework, lesson structure, and research based strategies.</p> <p>Strategy's Expected Result/Impact: K-3 students will meet or exceed grade level expectations on MAP Fluency indicators by at least 7% and our Two or More Race students will meet or exceed grade level expectations by 7%. 100% of K-3 teachers will complete the HB3 Reading Academy. 100% of K-5 literacy teachers will implement the FWISD literacy model in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, K-3 Teachers</p> <p>Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 39% of Hispanic students met the projection on the MOY MAP Reading assessment, and 41% of White students met the projection. Root Cause: Lack of academic rigor and extension of learning.</p>

Goal 1: Early Literacy

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.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 41.8% to 50% by May 2022.





Increase the percentage of Hispanic students who meet or exceed projected growth on MAP Growth Reading from 39.5% to 50% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reading Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of teachers to implement the literacy framework, lesson structure, first teach lesson delivery, and research based strategies.</p> <p>Strategy's Expected Result/Impact: K-5 students will meet or exceed projected growth on MAP Reading by 8% and Hispanic students will meet or exceed projected growth by at least 10%. 100% of K-3 teachers will complete the HB3 Reading Academy. 100% of K-5 literacy teachers will implement the FWISD literacy model in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, K-5 teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 39% of Hispanic students met the projection on the MOY MAP Reading assessment, and 41% of White students met the projection. Root Cause: Lack of academic rigor and extension of learning.</p>





Goal 2: Early Math

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.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 84.9% to 90% by May 2022.

Increase the percentage of Hispanic students in PK who score On Track on Circle Math from 80.7% to 90% by May 2022.

Evaluation Data Sources: Circle Math Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of tier 1 instruction by building teacher capacity in the area of mathematics through data analysis, instructional planning, and explicit lesson delivery.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle math by 5% and the percentage of Hispanic students who score On Track on Circle math by 9%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PK Teachers, PK Teacher Assistants</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: 44% of Hispanic students met the projection on the MOY MAP Math assessment, and 46% of White students met the projection. Root Cause: Lack of academic rigor and extension of learning.</p>

Goal 2: Early Math

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.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 43.9% to 50% by May 2022.

Increase the percentage of Hispanic students in Kinder who score On Track on TX-KEA Math from 26.7% to 40% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of tier 1 instruction by building teacher capacity in the area of mathematics through data analysis, instructional planning, and explicit lesson delivery.</p> <p>Strategy's Expected Result/Impact: K students scoring On Track on TX-KEA will increase by at least 6%, and Hispanic K students will increase by at least 13%. 100% of Kindergarten teachers will maximize instructional minutes utilizing the FWISD Instructional Model.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Kindergarten Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 44% of Hispanic students met the projection on the MOY MAP Math assessment, and 46% of White students met the projection. Root Cause: Lack of academic rigor and extension of learning.</p>

Goal 2: Early Math

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.





Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 43.9% to 55% by May 2022.

Increase the percentage of African American students who Meet or Exceed projected growth on MAP Growth from 25.9% to 35% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Growth Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of tier 1 instruction by building teacher capacity in the area of mathematics through data analysis, instructional planning, and explicit lesson delivery.</p> <p>Strategy's Expected Result/Impact: Percentage of K-5 students who Meet or Exceed projected growth on MAP Growth will increase by 11%. Percentage of K-5 African American students who Meet or Exceed projected growth on MAP Growth will increase by 9%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: registration for PD - Title I (211) - 211-13-6499-04E-103-30-510-000000-22F10 - \$5,000, tutoring - SCE (199 PIC 24) - 199-11-6116-001-103-24-313-000000- - \$1,332, provide supplemental instruction - Title I (211) - 211-11-6112-04E-103-30-510-000000-22F10 - \$8,000, purchase reading materials - SCE (199 PIC 24) - 199-11-6329-001-103-24-313-000000- - \$1,500, - Title I (211) - 211-11-6396-04E-103-30-510-000000-22F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: 44% of Hispanic students met the projection on the MOY MAP Math assessment, and 46% of White students met the projection. Root Cause: Lack of academic rigor and extension of learning.</p>

Goal 3: CCMR

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

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 39% to 50% by May 2022.





Increase the percentage of students served by Special Education scoring at MEETS or above on STAAR Reading from 18% to 30% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the instructional leadership team by implementing protocols for distributive leadership in the areas of instructional planning, school culture, data driven instruction, and instructional monitoring and feedback.</p> <p>Strategy's Expected Result/Impact: 50% of 3rd-5th grade students will score Meets or above on STAAR Reading. 30% of 3rd-5th grade students receiving Special Education services will score Meets or above on STAAR Reading. 90% of lessons and student work observed will align with the instructional framework and the appropriate level of rigor of the standard. 100% of teachers will receive 50% of their feedback in the form of coaching as documented in Strive and aligned with the walkthrough proration guide.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Title I (211) - 211-11-6396-04E-103-30-510-000000-22F10 - \$5,108</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 39% of Hispanic students met the projection on the MOY MAP Reading assessment, and 41% of White students met the projection. Root Cause: Lack of academic rigor and extension of learning.</p>

Goal 3: CCMR





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

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 47.6% to 55% by May 2022. Increase the percentage of African American students in 3-5 scoring at MEETS or above on STAAR Math from 6.7% to 20% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Math Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop the capacity of the instructional leadership team by implementing protocols for distributive leadership in the areas of instructional planning, school culture, data driven instruction, and instructional monitoring and feedback.</p> <p>Strategy's Expected Result/Impact: 55% of 3rd-5th grade students will score Meets or above on STAAR Math. 20% of 3rd-5th grade African American students will score Meets or above on STAAR Math. 90% of lessons and student work observed will align with the instructional framework and the appropriate level of rigor of the standard. 100% of teachers will receive 50% of their feedback in the form of coaching as documented in Strive and aligned with the walkthrough proration guide.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: conference registration for counselor - Title I (211) - 211-31-6499-04E-103-30-510-000000-22F10 - \$1,000, conference registration for librarian - Title I (211) - 211-12-6499-04E-103-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 1: 49% of teachers gave a favorable response as to the extent they feel they can increase how much their most difficult students learn from them. Root Cause: Lack of resources and programs to support difficult students.</p>
<p>Problem Statement 2: 46% of students gave a favorable response as to how concerned their teacher would be if they walked into class upset. Root Cause: Need for students to express their emotions and connect with adults.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 11.1% to 5% by May 2022.

Decrease the number and percentage of African American students who are chronically absent from 25% to 15% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve student attendance through Social Emotional Learning supports for all students and family engagement.</p> <p>Strategy's Expected Result/Impact: Percentage of chronically absent students will decrease from 11.1% to 5%. Percentage of chronically absent African American students will decrease from 25% to 15%. 100% of students with excessive absences will have documented support through family engagement specialist.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Office Assistant, Family Engagement Specialist</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: supplies and materials for parent involvement - Title I (211) - 211-61-6399-04L-103-30-510-000000-22F10 - \$2,000, snacks for parent events - Title I (211) - 211-61-6499-04L-103-30-510-000000-22F10 - \$700, snacks and incentives for students - Title I (211) - 211-11-6499-04E-103-30-510-000000-22F10 - \$1,500, Conscious Discipline site license for PD - Title I (211) - 211-13-6499-04E-103-30-510-000000-22F10 - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: 49% of teachers gave a favorable response as to the extent they feel they can increase how much their most difficult students learn from them. Root Cause: Lack of resources and programs to support difficult students.</p>





Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 58.2% to 65% by May 2022.

Increase positive response by Economically Disadvantaged students to the learning environment on the Panorama SEL Survey from 54.6% to 65% by May 2022.

Evaluation Data Sources: SEL Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve teacher efficacy related to teaching difficult students and dealing with issues of race.</p> <p>Strategy's Expected Result/Impact: By EOY, 70% of teachers will give a favorable response as to how well our school helps students speak out against racism. By EOY, 70% of teachers will give a favorable response as to the extent they feel they can increase how much their most difficult students learn from them.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 32% of teachers gave a favorable response when asked how well our school helps students speak out against racism. Root Cause: Faculty is not comfortable or skilled in dealing with issues of race with students.</p>
Perceptions
<p>Problem Statement 1: 49% of teachers gave a favorable response as to the extent they feel they can increase how much their most difficult students learn from them. Root Cause: Lack of resources and programs to support difficult students.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: Maintain the number of in and out of school suspensions for African American students on our campus at 0% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Social Emotional Learning support for all students through Restorative Practices. Strategy's Expected Result/Impact: Out of school suspensions for African American students will remain at 0%. 100% of students with behavioral goals will have interventions documented in Branching Minds. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: 49% of teachers gave a favorable response as to the extent they feel they can increase how much their most difficult students learn from them. Root Cause: Lack of resources and programs to support difficult students.</p> <p>Problem Statement 2: 46% of students gave a favorable response as to how concerned their teacher would be if they walked into class upset. Root Cause: Need for students to express their emotions and connect with adults.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Amanda Gibbons	teacher representative
Classroom Teacher 1		
Classroom Teacher	Angela Zarate	teacher representative
Classroom Teacher 2		
Classroom Teacher 3		
Classroom Teacher	Nancy Yeager	teacher representative
Classroom Teacher 4		
Classroom Teacher	Carrie Anderson	teacher representative
Non-classroom Professional	Lisa Murray	media specialist/librarian
Professional Non-Teaching Staff		
Parent	Jen Felker	parent
Parent	Andrea Arabie	parent
Parent	Staci Ellison	parent
Community Representative	Paula Libby	community member
Community Representative	Patricia Greathouse	community member
Business Representative	Barry Jaecks	business representative
Community Representative 2		
Administrator	Shelly Mayer	Principal
Business Representative 1		
Administrator	Kristin Hood	Assistant Principal
Business Representative 2		
Business Representative	vacant vacant	business representative
DERC Representative 1	Ted Wininger	Counselor
District-level Professional	Lorrie Acuna	
DERC Representative 2		
Additional Representative (optional)		
Professional District-Level Staff		
Parent 1		

Committee Role	Name	Position
Parent 2		
Parent 3		
Community Representative 1		

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	reading management software	Reading materials for classroom use	211-11-6329-04E-103-30-510-000000-22F10	\$5,000.00
1	1	1	poster maker for instructional use	Equipment	211-11-6398-04E-103-30-510-000000-22F10	\$8,000.00
1	1	1	library books	Reading materials for library use	211-12-6329-04E-103-30-510-000000-22F10	\$5,000.00
1	1	1	supplemental instructional materials	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-22F10	\$12,889.00
1	1	1	substitutes for Lesson Study and instructional planning	Subs for professional development	211-11-6112-0PD-103-30-510-000000-22F10	\$10,000.00
2	3	1	registration for PD	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-103-30-510-000000-22F10	\$5,000.00
2	3	1	provide supplemental instruction	Subs for supplemental instruction	211-11-6112-04E-103-30-510-000000-22F10	\$8,000.00
2	3	1		Technology for instructional use	211-11-6396-04E-103-30-510-000000-22F10	\$2,500.00
3	1	1		Technology for instructional use	211-11-6396-04E-103-30-510-000000-22F10	\$5,108.00
3	2	1	conference registration for counselor	Virtual registration for Counselor (PD)	211-31-6499-04E-103-30-510-000000-22F10	\$1,000.00
3	2	1	conference registration for librarian	Virtual registration for Librarian (PD)	211-12-6499-04E-103-30-510-000000-22F10	\$1,000.00
4	1	1	supplies and materials for parent involvement	Supplies and materials for parental involvement	211-61-6399-04L-103-30-510-000000-22F10	\$2,000.00
4	1	1	snacks for parent events	Snacks for parents to promote participation	211-61-6499-04L-103-30-510-000000-22F10	\$700.00
4	1	1	snacks and incentives for students	Snacks or incentives for students	211-11-6499-04E-103-30-510-000000-22F10	\$1,500.00
4	1	1	Conscious Discipline site license for PD	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04E-103-30-510-000000-22F10	\$800.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
Sub-Total						\$68,497.00
Budgeted Fund Source Amount						\$68,497.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
2	3	1	tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-103-24-313-000000-	\$1,332.00
2	3	1	purchase reading materials	Reading materials for classroom use	199-11-6329-001-103-24-313-000000-	\$1,500.00
Sub-Total						\$2,832.00
Budgeted Fund Source Amount						\$2,832.00
+/- Difference						\$0.00
Grand Total						\$71,329.00