

Brownsville Independent School District
Benavides Elementary
Campus Improvement Plan
2020-2021



Mission Statement

A. X. Benavides Elementary School strives to maintain a learning environment, which supports challenging experiences, enabling students to become creative, innovative, and independent thinkers.

We believe that our students, parents, community, and staff are empowered by accelerated instruction to achieve academic excellence. Accelerated instructional strategies will increase technological knowledge, cultural awareness, social growth, and individuals who can compete in a global, multicultural society.

Vision

All students will become quality leaders for tomorrow.

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Comprehensive Needs Assessment

Revised/Approved: April 24, 2020

Needs Assessment Overview

A.X. Benavides Elementary, is home of the “Mighty Ocelots” Each student at Benavides is challenged to become a creative, innovative and independent thinker. The campus is located at 3101 McAllen Road, Brownsville, Texas. A.X. Benavides Elementary opened its doors in the fall of 1999. The school serves approximately 890 students in grades Pre-Kinder 3 through Fifth Grade. Our mission at Benavides Elementary is to prepare each student for academic success and provide them with skills to become responsible citizens.

A. X. Benavides has a diverse population of students, this includes 97.5% Hispanic, .8% White, 1.4% Asian, 91.8% Economically Disadvantaged, 29.1% English Language Learners, and 62% At-Risk. The 51 certified teachers, 21 instructional assistants, 4 custodial personnel, 6 food service personnel, 3 clerical support staff, 2 counselors, 1 parent liaison, 1 librarian, 1 instructional dean, 2 assistant principals, and principal form a professional team committed to meet the academic and emotional needs of all Benavides Elementary students.

A.X. Benavides offers a variety of programs to meet the needs of the student population. The programs include Pre-K 3 (we are adding 2 additional full day classes and ½ day programs), music, art, library, gifted education, Life Skills, migrant resources, PPCD, dyslexia lab, bilingual education, resource classrooms, special education inclusion, physical education, science, computer labs and Extended Day.

Students are encouraged to participate in a variety of extra curricular activities such as

University Interscholastic League with the school taking first place in their division, Chess Team with members competing at regional, state, and national levels, Cheerleading, Choir, Destination Imagination, Coding, Recycling, 5th Grade Honors Choir, and Annual Musical. The campus participates in annual community and District activities such as: Back-to-School Rally; Career Day; Fire Prevention Art Contest, Science Fair; 3rd-5th grade Spelling Bee; Red Ribbon Art Contest.

Each, in their own way, plays an important role in the success of the children on campus. Many recognize the family environment that has been created by the students and staff. Both parents and faculty realize that A.X. Benavides Elementary is a unique and fun learning environment and therefore exhibit a love and pride for their school second to none.

School Namesake: Mr. A.X. Benavides, long-time Brownsville Educator

School Colors: navy, khaki and red

School Mascot: Ocelot (an endangered species)

Demographics

Demographics Summary

Benavides Elementary analyses demographic data on a daily and weekly basis. Daily attendance rate is a priority and there is a system in place to monitor those students who are absent. The Attendance Rate was 96.6% for all students and 96.9 % for at-risk students. Teachers have a form that is posted for the parent liaison who will call parents to inquire about the absent student. When parents do not have a phone or fail to answer the phone a home visit is done as a follow up to ensure parent contact. Teachers and staff work with parents to help resolve the issue of frequent absences or tardies. Student incentives are given for perfect attendance, prizes and ribbons are awarded at the end of each six weeks. Semester recognition is given to those students with perfect attendance. End of the Year trophies are given to students who achieved perfect attendance for the entire school year. At-Risk students are monitored throughout the school year by administrators, counselors, and teachers in order to ensure success. Students who struggle are placed on an RTI. A Dyslexia lab serves all identified students. Funds are used for tutorials as well as supplies in order to meet the needs of our risk students. The retention rate was 5.2% for all students and 5% for at risk students.

Demographics Strengths

Reduced retention rate.

Strenghts:

Successful at-risk tutorial attendance.

Use of state comp funding to use with at risk students to close educational gaps.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to offer At Risk students tutorials afterschool/Saturday academies in order to meet their needs. **Data Analysis/Root Cause:** COVID-19 distance learning period gap and 2019 scores show a need for remediation.

Need Statement 2 (Prioritized): Need to increase attendance for students and teachers. **Data Analysis/Root Cause:** School attendance showed a need to improve student and teacher attendance during Fall 2019.

Student Learning

Student Learning Summary

Benavides Elementary reviews data acquired from various student assessments using Tango Software/Eduphoria. Weekly test, unit test and six weeks assessments are given in order to monitor students. BOY and MOY TPRI/TEJAS LEE, CLI Engage assessments early reading skills and fluency. Tests are utilized to monitor student progress throughout the year. Progress Monitoring is done for all TIER 2 students. After the data is analyzed, tutorials, as well as small group instruction is implemented. Data drives our instruction and planning. Assessment results, progress reports, six weeks grades and benchmarks are all data analyzed by teachers, counselors and administrators. Students needing additional support will be placed on an RTI. Accelerated Reader reports are analyzed by teacher, administrator and librarian to ensure students are reading and achieving their goals. Our data shows an increase in scores but there is a need to increase writing and science scores as well as advanced level performance.

STAAR Summary

Reading:

All Students	At Risk:
3rd Grade 82%	3rd Grade 72%
4th Grade 86%	4th Grade 75%
5th Grade 95%	5th Grade %

Writing:

All Students: 80%	At Risk: 66%
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Math:

All Students	At Risk:
3rd Grade 87%	3rd Grade: 80%
4th Grade 89%	4th Grade: 80%
5th Grade 100%	5th Grade: %

Science:

All Students: 84%	At Risk: 66 %
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MATHEMATICS														
	3rd Grade					4th Grade					5th Grade			
	2017	2018	2019			2017	2018	2019			2017	2018	2019	
Approaches:	89%	86%	87%			Approaches:	84%	87%	89%		Approaches:	97%	100%	100 %
Masters:	37%	18%	27%			Masters:	24%	24%	28%		Masters:	39%	67%	57%

READING

	3rd Grade				4th Grade				5th Grade				
	2017	2018	2019		2017	2018	2019			2017	2018	2019	
Approaches:	81%	81%	82%		Approaches:	80%	89%	86%		Approaches:	91%	95%	95%
Masters:	28%	14%	25%		Masters:	25%	20%	19%		Masters:	26%	36%	31%

WRITING			
	2017	2018	2019
Approaches:	84%	79%	80%
Masters:	15%	14%	18%

SCIENCE			
	2016	2017	2018
Approaches:	79%	89%	84%
Masters:	19%	20%	29%

*No Data for 2019 due to COVID-19

Student Learning Strengths

Benavides Principal, Dean of Instruction, teachers and special pops teachers reviewed and analyzed data in order to drive their instruction.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to provide substitutes for teachers in order to attend professional development, plan, vertical/horizontal alignments and/or LPAC. **Data Analysis/Root Cause:** Staff survey and assessment results indicated a need for teachers to plan vertically and horizontally.

Need Statement 2 (Prioritized): Need to increase the number of bilingual students exiting Bilingual program by improving on Listening and Speaking portions of TELPAS. **Data Analysis/Root Cause:** Continue working on listening and speaking practice activities in the classroom.

Need Statement 3 (Prioritized): Need to improve reading/literacy and writing skills at all levels and all content areas across the curriculum. **Data Analysis/Root Cause:** 2019 TPRI/ STAAR Benchmark scores showed that literacy/science and writing skills were still lowest performance areas overall for our students.

Need Statement 4 (Prioritized): Need to provide instructional supplies for our sub populations/migrant in order to close achievement gaps. **Data Analysis/Root Cause:** 2019 TPRI/ STAAR Benchmark scores showed that our special population groups need additional support.

Need Statement 5 (Prioritized): Need to provide teachers with additional supplemental instructional resources and supplies to increase student achievement. **Data Analysis/Root Cause:** 2019 TPRI/ STAAR Benchmark scores showed that additional practice support is needed to close academic gaps.

Need Statement 6 (Prioritized): Need to offer At Risk students tutorials afterschool/Saturday academies in order to meet their needs. **Data Analysis/Root Cause:** COVID-19 distance learning period gap and 2019 scores show a need for remediation.

School Processes & Programs

School Processes & Programs Summary

Benavides Elementary has a low teacher turn over. When a staff member is needed, a committee of staff members and administrators interview using a set of questions in order to select a highly qualified employee. After the employee begins, a needs assessment of staff development is considered in order to provide adequate training for the new employee or new teacher to the grade level. Dean of Instruction and the lead teacher ensure the new teacher/paraprofessional receives pertinent trainings. Planning with grade level and mentoring support is given throughout the year. Last school year Benavides increased by having 3 Prek3 full day teachers and 1 half day Head Start teacher.

Benavides Elementary follows the Districts scope and sequence to align and follow the Texas Essential Knowledge and Skills (TEKS). Supplemental material is added in order to enhance the lessons. Fluency, Rigor and endurance are a focus on a daily basis in order to meet the state standards on the state assessments. This year we continue with the focus being on the Depth Of Knowledge (DOK) of weekly assessments of the new reading adoption in order to meet the high standards set by the state. Novels are used in reading in order to increase reading comprehension and stamina. Weekly assessments are turned in along with lesson plans in order to be reviewed by administration. Benavides continues with the sustainability plan of the Texas State Literacy Plan to reach our literacy goals. Language Enrichment, Reading Readiness and Esperanza are being implemented by all Kinder- Third Grade teachers. Extended Day Enrichment Program teachers are reinforcing the TEKS in their afternoon classes. Kinder through Fifth grade teachers are required to do a Target Math program.

Benavides Elementary follows district guidelines in order to comply with district policy. All schedules, school structure, duty rosters, physical environment and program support services are reviewed annually or as necessary by campus administration. Language Arts and Math are given attention through Tier instruction in order to do RTI to those in Tier II. Teachers play an active role in assessments through campus and district benchmarks. Custodians have good communication with administration in order to maintain a clean, safe and organized campus. All needs are addressed as needed.

Benavides Elementary Administration and TST studied the Technology plan for the campus. After studying last year's STAR CHART, Fixed Assets Reports, and Usage of Software instructional programs, adjustments were made to the plan. The goal is to have 1:1 device for every student. Teachers use projectors on a daily basis along with computers, tablets and printers. Two computer labs are used daily to reinforce skills taught in the classroom. A review of technology professional development opportunities were made as well as teachers attending district trainings. IPODS are used by the teachers in order to test for BOY, MOY & EOY. Bilingual tablets are being purchased in order to reinforce taught skills to improve acquired English language.

School Processes & Programs Strengths

Low teacher turnout.

High attendance on PD.

RTI Implementation

Increased usage of novels in the library and classroom.

Projectors in all PK-5th grade classrooms. Smart Boards in all PK and Sp Ed classes.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to purchase computers, charging carts/stations, Ipads, ink, projectors and printers are needed in order to support instruction, data analysis and lesson planning for students, teachers, administrators and office staff. **Data Analysis/Root Cause:** District surveys for availability and access from 2019 and Spring 2020.

Need Statement 2 (Prioritized): Need administration, teachers, counselors to attend Professional Development to ensure proper integration of technology in the classroom. Teachers will also be encouraged to seek professional development outside of contract hours offered by the District's Technology Dept. **Data Analysis/Root Cause:** Results from District staff survey and remote learning period.

Need Statement 3 (Prioritized): Need to purchase new library books in order to update renovated library to meet district media requirements . **Data Analysis/Root Cause:** Renovation to library will need to purchase new books and replace what was lost during COVID-19.

Need Statement 4 (Prioritized): Need to purchase/renew software with current TEKS and STAAR material in order to reinforce skills taught in the classroom to increase student achievement. **Data Analysis/Root Cause:** 2019 EOY/MOY scores and COVID 19 period need to close gaps.

Need Statement 5: Need to increase ESL strategies being used in order to increase TELPAS and AMAOS scores. **Data Analysis/Root Cause:** Results from Elevation progress monitoring showed a need to increase TELPAS practice in order to meet testing requirements.

Perceptions

Perceptions Summary

All Benavides Elementary staff work together to maintain a positive and safe school culture/climate. School counselors present to our Benavides students on the importance of good Character in order to support student's good behavior and bully free environment. Our staff and school nurse are vigilant and focused on seeing all safety measures are met. Benavides staff have high expectations and are very competitive. Teachers have used incentives such as lunch bunch, stickers, pencils and student of the week recognition. Students are encouraged to participate in chess, ballroom, cheerleading, choir, Destination Imagination, Science Fair and UIL. All staff practices safety drills in order to know what should be done in case of an emergency. The diverse needs of all students are considered while making educational decisions for the campus. Collegial relationships and effective collaboration between staff and parents is strongly encouraged. Student of the Week are recognized by a weekly visit by Ozzie or Olivia, our school mascots.

Benavides Elementary has a warm and inviting atmosphere and welcomes all parents, community members and district staff. The parent liaison works well with district personnel in informing parents of all parental involvement meetings and activities. Monthly meetings are held by various staff members to inform parents of different topics such as curriculum, assessment, safety, nutrition, health and wellness, etc. School messenger is used to inform parents of any important information that is needed to send to all parents. Benavides parents are encouraged to volunteer through the parent liaison. A teacher workroom is available for parents who come in to volunteer and work in assisting with instructional material preparation. All parents are given the opportunity to sign up to the Home Access Center. Benavides parents are invited to their family engagement activities throughout the year.

Perceptions Strengths

Strenghts:

Benavides is a competitive school that sets high expectations of all students.

Staff take pride in our school culture and safety.

Good communication between staff, administration and community.

Counselors and teachers teach the students good behavior and the importance of having good character.

Staff celebrations/recognitions are done at every faculty meeting.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need supplies, fees and meals purchased for students participating in chess, science fair, UIL and DI. **Data Analysis/Root Cause:** 2019-2020 Parent and student survey results indicate a desire for participation in extra curricular activities.

Need Statement 2 (Prioritized): Need counselors to purchase supplies and materials in order to implement program to help students succeeds. **Data Analysis/Root Cause:** 2019 Attendance results show a need for incentives in order to meet district goal.

Need Statement 3 (Prioritized): Need to increase parental involvement. Supplies and materials will be purchased for volunteer usage and parent meetings. **Data Analysis/Root Cause:** 2019 Parental involvement report shows a need to increase parents at campus weekly meetings.

Need Statement 4 (Prioritized): Need to maintain the school as a health and safe environment. **Data Analysis/Root Cause:** Staff, parent and student surveys to keep school safe and clean.

Priority Need Statements

Need Statement 1: Need to improve reading/literacy and writing skills at all levels and all content areas across the curriculum.

Data Analysis/Root Cause 1: 2019 TPRI/ STAAR Benchmark scores showed that literacy/science and writing skills were still lowest performance areas overall for our students.

Need Statement 1 Areas: Student Learning

Need Statement 2: Need to provide teachers with additional supplemental instructional resources and supplies to increase student achievement.

Data Analysis/Root Cause 2: 2019 TPRI/ STAAR Benchmark scores showed that additional practice support is needed to close academic gaps.

Need Statement 2 Areas: Student Learning

Need Statement 3: Need to purchase computers, charging carts/stations, Ipads, ink, projectors and printers are needed in order to support instruction, data analysis and lesson planning for students, teachers, administrators and office staff.

Data Analysis/Root Cause 3: District surveys for availability and access from 2019 and Spring 2020.

Need Statement 3 Areas: School Processes & Programs

Need Statement 4: Need to offer At Risk students tutorials afterschool/Saturday academies in order to meet their needs.

Data Analysis/Root Cause 4: COVID-19 distance learning period gap and 2019 scores show a need for remediation.

Need Statement 4 Areas: Demographics - Student Learning

Need Statement 5: Need administration, teachers, counselors to attend Professional Development to ensure proper integration of technology in the classroom. Teachers will also be encouraged to seek professional development outside of contract hours offered by the District's Technology Dept.

Data Analysis/Root Cause 5: Results from District staff survey and remote learning period.

Need Statement 5 Areas: School Processes & Programs

Need Statement 6: Need to provide instructional supplies for our sub populations/migrant in order to close achievement gaps.

Data Analysis/Root Cause 6: 2019 TPRI/ STAAR Benchmark scores showed that our special population groups need additional support.

Need Statement 6 Areas: Student Learning

Need Statement 7: Need to provide substitutes for teachers in order to attend professional development, plan, vertical/horizontal alignments and/or LPAC.

Data Analysis/Root Cause 7: Staff survey and assessment results indicated a need for teachers to plan vertically and horizontally.

Need Statement 7 Areas: Student Learning

Need Statement 8: Need to purchase/renew software with current TEKS and STAAR material in order to reinforce skills taught in the classroom to increase student achievement.

Data Analysis/Root Cause 8: 2019 EOY/MOY scores and COVID 19 period need to close gaps.

Need Statement 8 Areas: School Processes & Programs

Need Statement 9: Need to increase the number of bilingual students exiting Bilingual program by improving on Listening and Speaking portions of TELPAS.

Data Analysis/Root Cause 9: Continue working on listening and speaking practice activities in the classroom.

Need Statement 9 Areas: Student Learning

Need Statement 10: Need to purchase new library books in order to update renovated library to meet district media requirements .

Data Analysis/Root Cause 10: Renovation to library will need to purchase new books and replace what was lost during COVID-19.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Need supplies, fees and meals purchased for students participating in chess, science fair, UIL and DI.

Data Analysis/Root Cause 11: 2019-2020 Parent and student survey results indicate a desire for participation in extra curricular activities.

Need Statement 11 Areas: Perceptions

Need Statement 12: Need counselors to purchase supplies and materials in order to implement program to help students succeeds.

Data Analysis/Root Cause 12: 2019 Attendance results show a need for incentives in order to meet district goal.

Need Statement 12 Areas: Perceptions

Need Statement 13: Need to increase parental involvement. Supplies and materials will be purchased for volunteer usage and parent meetings.

Data Analysis/Root Cause 13: 2019 Parental involvement report shows a need to increase parents at campus weekly meetings.

Need Statement 13 Areas: Perceptions

Need Statement 14: Need to maintain the school as a health and safe environment.

Data Analysis/Root Cause 14: Staff, parent and student surveys to keep school safe and clean.

Need Statement 14 Areas: Perceptions

Need Statement 15: Need to increase attendance for students and teachers.

Data Analysis/Root Cause 15: School attendance showed a need to improve student and teacher attendance during Fall 2019.

Need Statement 15 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: April 24, 2020

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Benavides Elementary student performance for all students, all grades, all subjects will exceed 2020 STAAR Meets Grade Level and STAAR Masters Grade Level performance in reading, writing and mathematics by 3 percentage points.

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PreK-3 through fifth grade teachers will read aloud to students on a daily basis to improve listening comprehension skills. Novels will be purchased for classroom use in order to increase rigor and endurance. Kinder through fifth grade students will participate in the Accelerated Reader Program to improve reading skills and increase reading motivation. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Teacher Schedules Teacher Observation AR Testing Report Cards AR Journals Summative Evaluation: STAAR Walk-throughs TTESS Evaluation Staff Responsible for Monitoring: Teachers Dean Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 3, 2020 - End Date: May 28, 2021 - Revision Date: None				

Strategy 2: Pk3 through fifth grade and special education students will attend fixed scheduled library classes weekly, accessing current print and non-print materials to improve reading, research, and technology skills. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Walkthroughs; Student work Library Lesson plans Circulation Log AR Participation Reading Report Card Grades Summative Evaluation: STAAR TELPAS TPRI/Tejas Lee Staff Responsible for Monitoring: Librarian Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 12, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Core subject areas instructional materials will be purchased and/or copied to supplement instruction in order to assist students to meet content performance expectations and DOK levels. Milestone's/Strategy's Expected Results/Impact: Form Evaluation: Teacher Observation Lesson plans Summ Evaluation: NRT; TPRI/Tejas Lee, TELPAS and STAAR Staff Responsible for Monitoring: Principal Dean of Instruction Population: T1, TIM, ELL, SE, AR, GT, DYS, Bil, All Students - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None Need Statements: Student Learning 5 Funding Sources: Copy Paper - 211 Title I-A - 211-11-6396-00-135-Y-30-0F2-Y - \$2,500, General Supplies - 199 Local funds - 199-11-6399-00-135-Y-11-000-Y - \$9,546, General Supplies - 211 Title I-A - 211-11-6399-00-135-Y-30-0F2-Y - \$50,845, General Supplies - 211 Title I-A - 211-11-6399-62-135-Y-30-0F2-Y - \$5,000, Printing - 199 Local funds - 199-11-6399-16-135-Y-11-000-Y - \$1,000, Copy Paper - 199 Local funds - 199-11-6396-00-135-Y-11-000-Y - \$2,500, Reading Material - 211 Title I-A - 211-11-6329-00-135-Y-30-0F2-Y - \$5,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: Library supplies, books/novels and magazine subscriptions will be purchased to expand reading materials in order to improve reading skills and expose students to a wider range of print and genres. General library supplies will be purchased. SA1 Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Student Surveys Circulation Log AR Reports Summative Evaluation: NRT; TPRI/Tejas Lee, and STAAR; AR Report Staff Responsible for Monitoring: Principal Librarian Dean of Instruction Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 12, 2020 - End Date: November 13, 2020 - Revision Date: None Need Statements: School Processes & Programs 3 Funding Sources: Reading Materials - 199 Local funds - 199-12-6329-00-135-Y-99-000-Y - \$3,000, Reading Materials - 211 Title I-A - 211-12-6329-00-135-Y-30-0F2-Y - \$6,065, General Supplies - 211 Title I-A - 211-12-6399-00-135-Y30-0F2-Y - \$4,453	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Conduct grade level meetings to review ratings, TELPAS writing samples in Kinder -4th Grade to ensure proper use of rubric. Teachers will also view TELPAS rating videos to review procedures including the dyslexia and special ed teachers to rate their students. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign In Sheets Summative Evaluation: TELPAS Scores Staff Responsible for Monitoring: Dean Principal Population: T1, TIM, ELL, SE, AR, GT, DYS, All Bilingual Students - Start Date: January 11, 2021 - End Date: March 12, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: STAAR Remediation, Enrollment Lists, NGS STAAR Report, Benchmark Results Summative: Current State Assessment Test Results Staff Responsible for Monitoring: Principal Counselors Teacher DMC MSC Title I Schoolwide Elements: 2.6 - Population: 3rd-5th Grade Migrant Students - Start Date: October 12, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Fifth grade Students will use lab activities, District Curriculum, Stemsopes, Discovery Trunks and Edusmart Programs to master Science goals and objectives. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Teacher Observation; Student Work; Print-out scores & oral responses, Lab Schedule, Walkthroughs Summative Evaluation: STAAR Scores Staff Responsible for Monitoring: Dean Teachers Population: All Students, T1, TIM, ELL, AR, Dys - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Supplies and instructional materials will be purchased for our Life Skills and PPCD Units in order to enhance and reinforce skills needed. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans Summative Evaluation: Progress Reports Staff Responsible for Monitoring: Sp Ed Teachers Principal Population: Sp Ed Teachers, Sp Ed students - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None Need Statements: Student Learning 4 Funding Sources: Supplies - 166 State Special Ed. - 166-11-6399-00-135-Y-23-0P1-Y - \$1,587, Toner - 166 State Special Ed. - 166-11-6399-62-135-Y-23-000-Y - \$1,180, Gloves - 166 State Special Ed. - 166-11-6399-00-135-Y - \$1,200, Supplies - 166 State Special Ed. - 166-11-6399-00-135-Y-23-0P4-Y - \$2,380, Supplies - 166 State Special Ed. - 166-11-6399-00-135-Y-23-0P3-Y - \$793	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9: Instructional supplies will be purchased for Bilingual Classes in order to supplant instruction to reach success in all academic areas as well as to prepare them for TELPAS assessments. Professional Dev and supplies will be given to teachers in an effort to increase TELPAS scores. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans, Schedules Summative Evaluations: TELPAS Scores Staff Responsible for Monitoring: Principal Dean Population: Bil, ELL - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None Need Statements: Student Learning 2 Funding Sources: Instructional Materials - 163 State Bilingual - 163-11-6112-00-135-Y25-000-Y - \$1,500, Instrucional Materials - 163 State Bilingual - 163-11-6399-00-135-Y25-000-Y - \$4,425, Instructional Supplies - 263 Title III-A Bilingual - 263-6399-11-00-135-Y25-000-Y - \$3,792	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: TLI sustainability plan will be maintained through the use of lesson plans. Vocabulary, Fluency, Explicit Instruction, Cognitive Routines and Assessments. BOY, MOY, EOY will be used along with fluency checks to monitor instruction. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans, Walk throughs Summative Evaluations: Report Cards, BOY, MOY EOY reports, STAAR Scores Staff Responsible for Monitoring: Principal Dean of Instruction Teachers Population: All Students - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: Benavides teachers, Dean and administration will follow the Plan of Action for ELARs and Reading for 2020-2021. Students will write compositions and teachers will display outside classrooms on a monthly basis. Novel reading will be expected in 1st - 5th grades . 1st - 5th grade students will be required to read one novel bimonthly and complete an instructional activity. Milestone's/Strategy's Expected Results/Impact: Formative Evaluations: Lesson Plans, Walk Throughs, Evaluations Summative Evaluations: Report Cards Staff Responsible for Monitoring: Principal Dean of Instruction Title I Schoolwide Elements: 2.4 - Population: 1st-5th Grade Students - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Need Statements:

Student Learning
Need Statement 2: Need to increase the number of bilingual students exiting Bilingual program by improving on Listening and Speaking portions of TELPAS. Data Analysis/Root Cause: Continue working on listening and speaking practice activities in the classroom.
Need Statement 4: Need to provide instructional supplies for our sub populations/migrant in order to close achievement gaps. Data Analysis/Root Cause: 2019 TPRI/ STAAR Benchmark scores showed that our special population groups need additional support.
Need Statement 5: Need to provide teachers with additional supplemental instructional resources and supplies to increase student achievement. Data Analysis/Root Cause: 2019 TPRI/ STAAR Benchmark scores showed that additional practice support is needed to close academic gaps.
School Processes & Programs
Need Statement 3: Need to purchase new library books in order to update renovated library to meet district media requirements . Data Analysis/Root Cause: Renovation to library will need to purchase new books and replace what was lost during COVID-19.

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Benavides early childhood performance will increase by 3 percentage points over end-of-year 2019 results.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation: None

Strategy 1: Kinder-3rd grade teachers will implement the Language Enrichment and Esperanza Programs (K-3rd) to prepare students in LA TEKS and reach reading goals. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Walkthroughs Lesson plans Daily schedules Fluency Logs Summative Evaluation: STAAR; TELPAS; TPRI/Tejas Lee; NRT; Report Cards Grades Staff Responsible for Monitoring: Teachers Dean of Instruction Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Transition students from Head Starts PK four-year-old program to the districts kindergarten program to ensure students successful start in the public school system. Milestone's/Strategy's Expected Results/Impact: Formative: CIRCLE Phonological Awareness, Language, and Literacy System (C- PALLS) , Visit Log Summative: EOY Reports Staff Responsible for Monitoring: Principal Head Start Teachers Population: All Headstart Students - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: The PreK program will be provided the full day in order to better prepare qualified students academically. Supplies, materials, furniture will be purchased in order to provide instruction for full day PK. SPP3 Milestone's/Strategy's Expected Results/Impact: Formative: CPALLS (BOY & MOY), student progress reports, lesson plans, classroom observations Summative: CPALLS (EOY) Staff Responsible for Monitoring: Principal Population: AR, T1, MI, LEP - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Hatch Imagine Learning Class Dojo Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software Milestone's/Strategy's Expected Results/Impact: Formative: CPALLS (BOY & MOY), student progress reports, lesson plans, classroom observations Summative: CPALLS (EOY), TPRI/TEJAS LEE, Report Cards Staff Responsible for Monitoring: Administration Dean of Instruction Population: All PK/K Students - Start Date: August 17, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.





Evaluation Data Sources: PBMAS Report, STAAR Assessments for Migrant students, Migrant Program participation reports.

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Students in first through fifth grade (including special education students) will be assessed every week, every six weeks with a diagnostic test with a benchmark/Unit test. In order to assess DOK to monitor progress. Fluency passages will be provided to every student in order to practice fluency daily. Teachers will analyze data.</p> <p>1st Six Weeks: Sept. 18 2nd Six Weeks Oct. 30 3rd Six Weeks : Dec. 18 4th Six Weeks : Feb. 12 5th Six Weeks: Apr. 9 6th Six Weeks : May 26</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Benchmark/Unit Tests Report Card Grades</p> <p>Summative Evaluation: STAAR TELPAS TPRI/Tejas Lee NRT</p> <p>Staff Responsible for Monitoring: Teachers Dean Of Instruction Principal</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>				
	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: PK-5th grade students will use Imagine Learning and Stemscopes computer software to support reading, math, writing, and science skills taught in the classroom.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Software Usage Reports</p> <p>Summative Evaluation: STAAR Scores</p> <p>Staff Responsible for Monitoring: Teachers Dean of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math - Population: T1, TIM, ELL, AR, DYS, All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>				

Strategy 3: 2nd -5th Grade Students will practice on-line testing for the Reading, Listening and Speaking sections of the TELPAS assessments. Teachers will submit rating through AWARE. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Teacher Observations, Log Ins Summative Evaluation: TELPAS; AMAOS Staff Responsible for Monitoring: Teachers Testing Coordinator Title I Schoolwide Elements: 2.6 - Population: All Bilingual Students (B,I, A, PD, ESL) - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: PK - 5th Grade Students will submit writing samples once per week (past tense &/or expository) TELPAS categories will be reported on AWARE through progress monitoring. Timeline: Weekly September 2020 - May 2021 Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Teacher Observations, Progress Monitoring, TELPAS Writing Folder Summative Evaluation: TELPAS; AMAOS, Report Cards Staff Responsible for Monitoring: Teachers Dean of Instruction LPAC Members Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 17, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Implement intervention through RtI Tier Model in order to support student success: Tier I- 90mins devoted to ELA instruction, Tier II- additional 30 mins per day in small group, Tier III- 30 min. per day in individual or small group in addition to the core instruction. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Observations/Schedules RTI Folders Evaluation: TPRI/TEJAS LEE Results Report Card Grades Staff Responsible for Monitoring: Teachers Dean of Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Fifth grade Students will use lab activities, District Curriculum, Stemsopes and Discovery Trunks Pograms to master Science goals and objectives. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Teacher Observation; Student Work; Print-out scores & oral responses, Lab Schedule, Walkthroughs Summative Evaluation: STAAR Scores Staff Responsible for Monitoring: Dean of Instruction Teachers Population: All Students, T1, TIM, ELL, AR, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: All migrant students will receive Pk-5th Grade Math and LA supplemental instructional supplies and or clothing to provide them with the necessary tools to be successful and come to school thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive additional supplemental support instructional supplies before other migrant students. These supplies can be used in the classroom or at home. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: NGS Campus Reports Summative Evaluation:Completed Request for Supplemental Support Form w/ students NGS Number and Parents/ Students signature Staff Responsible for Monitoring: Principal Dean of Instruction Site Coordinator (CIS) DMC MSC Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Student Learning 4 Funding Sources: Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-135-Y-24-0F2-Y - \$375	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: In order to increase awareness of migrant student needs, campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Milestone's/Strategy's Expected Results/Impact: Formative Evaluations: Timely placement into Interventions Summative Evaluations: Assessment Scores Staff Responsible for Monitoring: Sp. Programs Administrator Principal Population: Campus Administration, Faculty and Staff - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Surveys Summative Evaluation: Survey Results Staff Responsible for Monitoring: Administration Teachers Population: Migrant Students - Start Date: April 1, 2021 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

Student Learning
Need Statement 4: Need to provide instructional supplies for our sub populations/migrant in order to close achievement gaps. Data Analysis/Root Cause: 2019 TPRI/ STAAR Benchmark scores showed that our special population groups need additional support.

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, ELA, Fine Arts programs by 3% over 2020-2021 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Chess will be offered in order to increase critical thinking, problem solving and logical reasoning. Teams will be able to compete at local, regional, state and national tournaments. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Chess Sign In Sheets, Progress Reports, Practice Logs Summative Evaluation: Tournament Results, Ratings, STAAR Math Scores Staff Responsible for Monitoring: Administration Chess Coaches Title I Schoolwide Elements: 2.5 - Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 1				
	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Music teacher will work with having a choir, honors choir, concerts and a musical. A piano will be purchased to use for all classes and performances. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Choir Sign In Sheets, Practice Logs, Walkthroughs, Programs Summative Evaluation: Performances Staff Responsible for Monitoring: Music Teacher Population: All Students - Start Date: September 21, 2020 - End Date: May 21, 2021 - Revision Date: None Need Statements: Student Learning 5 Funding Sources: Equipment - 211 Title I-A - 211-11-6398-00-135-Y30-0F2-Y - \$621				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 4 Need Statements:

Student Learning
Need Statement 5: Need to provide teachers with additional supplemental instructional resources and supplies to increase student achievement. Data Analysis/Root Cause: 2019 TPRI/ STAAR Benchmark scores showed that additional practice support is needed to close academic gaps.
Perceptions
Need Statement 1: Need supplies, fees and meals purchased for students participating in chess, science fair, UIL and DI. Data Analysis/Root Cause: 2019-2020 Parent and





student survey results indicate a desire for participation in extra curricular activities.

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Benavides Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling /upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan.

Summative Evaluation: None





Strategy 1: Benavides Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities. Milestone's/Strategy's Expected Results/Impact: Campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage. Summative: Annual comparison of energy usage Staff Responsible for Monitoring: Administration Custodians Population: None - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Population: Campus facilities Milestone's/Strategy's Expected Results/Impact: Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Ballots Summative: Calendar Staff Responsible for Monitoring: Administration Custodial staff Population: Campus Facilities - Start Date: August 12, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Benavides Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Campus budget reports.

Summative Evaluation: None

Strategy 1: Benavides Elementary will support campus programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: Monthly expenditure reports Summative: End of year expenditure reports Staff Responsible for Monitoring: Principal Dean of Instruction Population: Benavides Stakeholders - Start Date: January 6, 2021 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Benavides will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: None

Strategy 1: Federal Programs will continue to fund highly qualified teachers for the purpose of reducing class size in order to increase the performance of all students. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Classroom Enrollment, Position Control Summative Evaluation: EOY Student Passing Rates Staff Responsible for Monitoring: Principal Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Federal Programs will continue to fund paraprofessionals to supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: District and Campus Benchmark Scores, Teacher Observations, Student Position Control Walkthroughs Progress Reports Summative Evaluation: EOY Student Passing Rates EOY Scores Assessment Scores Report Cards Staff Responsible for Monitoring: Principal Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Demographics 1 - Student Learning 6 Funding Sources: Extra Duty - 199 Local funds - 199-23-6121-08-135-Y-99-000-Y - \$50	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/performance. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Position Control, Time and Effort Logs, Nurse Referrals Summative Evaluation: EOY Attendance Rates Staff Responsible for Monitoring: Campus Administrators Health Service Administrators Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 4 Funding Sources: General Supplies - 211 Title I-A - 211-33-6399-00-135-Y-30-0F2-Y - \$2,000, General Supplies - 199 Local funds - 199-33-6399-00-135-Y-99-000-Y - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: A Dyslexia teacher will monitor the academic progress, attendance and provide support services for identified students, staff, and parents. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Teacher Observation; Progress Reports; Student work, Benchmarks Summative Evaluation: STAAR Staff Responsible for Monitoring: Principal, Dean of Instruction Population: Identified Dyslexic Students, AR - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: The Dean of Instruction will work with all instructional staff (PK-5) in all core areas to improve instruction and improve students academic scores by providing research-based professional development opportunities. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative Evaluation: STAAR Staff Responsible for Monitoring: Principal Administrator for State Compensatory Education Population: AR, T1, MI, LEP - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Counselors will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly Counselor Logs, student progress reports Summative: STAAR Staff Responsible for Monitoring: Principal Administrator for State Compensatory Education Title I Schoolwide Elements: 2.6 - Population: AR, T1, MI - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 2 Funding Sources: General Supplies - 211 Title I-A - 211-31-6399-00-135-Y-30-0F2-Y - \$5,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to offer At Risk students tutorials afterschool/Saturday academies in order to meet their needs. Data Analysis/Root Cause: COVID-19 distance learning period gap and 2019 scores show a need for remediation.
Student Learning
Need Statement 6: Need to offer At Risk students tutorials afterschool/Saturday academies in order to meet their needs. Data Analysis/Root Cause: COVID-19 distance learning period gap and 2019 scores show a need for remediation.
Perceptions
Need Statement 2: Need counselors to purchase supplies and materials in order to implement program to help students succeeds. Data Analysis/Root Cause: 2019 Attendance results show a need for incentives in order to meet district goal.
Need Statement 4: Need to maintain the school as a health and safe environment. Data Analysis/Root Cause: Staff, parent and student surveys to keep school safe and clean.

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: Benavides will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, campus climate surveys

Summative Evaluation: None

Strategy 1: Efforts to retain effective teachers at Benavides Elementary will include recognition over the intercom and different activities per six weeks such as Staff Shout Outs Board to show appreciation for hard work and dedication on particular activities such as UIL, Science Fair, Duty, etc.. Teacher Spotlight on the Shout Out board. Milestone's/Strategy's Expected Results/Impact: Teachers will feel appreciated and continue efforts to improve student learning. Formative: Informal monthly survey Summative: Results of survey Staff Responsible for Monitoring: Campus Administration Counselors Population: None - Start Date: August 5, 2020 - End Date: May 28, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Benavides Elementary program areas and campus will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events

Evaluation Data Sources: Media records , enrollment data

Summative Evaluation: None

Strategy 1: Benavides will promote its history and origins along with current accomplishments through the website and media venues. Milestone's/Strategy's Expected Results/Impact: Campus accomplishments and participation will be showcased through news articles and media venues. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles Staff Responsible for Monitoring: Principal Website Master Population: Benavides Stakeholders - Start Date: January 6, 2021 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Benavides will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases Staff Responsible for Monitoring: Campus Principal PIO contact Librarian Counselor Yearbook Contact Population: Benavides Stakeholders - Start Date: January 6, 2021 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Benavides will update websites at least monthly including showcasing student and community activities. Milestone's/Strategy's Expected Results/Impact: Benavides websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: Checklist of websites indicating are current Summative: Report at end of year for monthly checklist results Staff Responsible for Monitoring: PIO contact Population: Benavides Stakeholders - Start Date: January 6, 2021 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Benavides will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: None

Strategy 1: All staff members will vote on the yearly calendar. Milestone's/Strategy's Expected Results/Impact: None Staff Responsible for Monitoring: Principal DEIC Member Population: All STAFF - Start Date: None - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying and others.

Summative Evaluation: None

Strategy 1: Reduce by 3% yearly the out-of-school suspensions on by researching and evaluating 2019 - 2020 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels. Timeline: End of Every Six Weeks Sept. 18 Oct. 30 Dec. 18 Feb. 12 April 9 May 26 Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Attendance Reports Summative Evaluation: OSS report Staff Responsible for Monitoring: Assistant Principal Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Refine and implement all safety plans to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, published campus safety plans, Unsafe Schools PEIMS report.

Summative Evaluation: None

Strategy 1: Campuses will develop and maintain an Emergency Operations Plan. - Plan must be multi-hazard in nature - Must be reviewed and updated annually by the campus safety and security committee. - The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: After Action Reviews, Sign-In Sheets Summative Evaluation: Drill Logs Staff Responsible for Monitoring: Administrators BISD Police & Security Population: Administration, All Staff - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campuses must have an identification security system. - All faculty must obtain and display an Identification Card while on school grounds - Visitors must present an identification at Sign-In and be escorted at all times. -RAPTOR ID security system will be utilized on all visitors using their ID Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Visitors Log Summative Evaluation: Raptor Report Staff Responsible for Monitoring: Principal Staff Security Officer Population: Administration, All Staff, Visitors - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Benavides. Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff - Gang Awareness - Bullying - Internet Safety - Drug, Alcohol and Tobacco Awareness - Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign-In Sheets Summative Evaluation: PEIMS Discipline Reports, Parent and Staff Meeting Documentation Staff Responsible for Monitoring: Administrators Counselors Parent Liaison BISD Police and Security Services Population: All Staff, Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Counselors will include programs on violence prevention, bullying, cyber bullying, sexual harassment and conflict resolution during their regular classroom presentations. School Counselors will attend conference in order to maintain curriculum updates and implement new programs used. Timeline: Weekly Presentations Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Lesson Plans Summative Evaluation: Office referral report Staff Responsible for Monitoring: Counselors Population: T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 2 Funding Sources: Equipment - 199 Local funds - 199-31-6398-65-135-Y-99-000-Y - \$500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Scheduled Fire Drills and Campus safety inspections will be conducted monthly to ensure that a safe environment is provided to all. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Campus Safety Reports Summative Evaluation: District Safety Reports Staff Responsible for Monitoring: Assistant Principal Custodians Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Need Statements:

Perceptions
Need Statement 2: Need counselors to purchase supplies and materials in order to implement program to help students succeeds. Data Analysis/Root Cause: 2019 Attendance results show a need for incentives in order to meet district goal.

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 3% increase of parents involved in campus parental involvement activities from 2019-2020 to 2020-2021.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation: None





	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parent liaison will make home visits to ensure parent participation in teacher conferences, student attendance and campus/district parent meetings. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Mileage Log Summative Evaluation: Contact Log, Title I-A Parental Involvement Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Parent Liaison Administration Population: Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 3 Funding Sources: Travel - 211 Title I-A - 211-61-6411-00-135-Y-30-0F2-Y - \$900				
	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Our parent liaison will hold weekly Parent Meetings to discuss various topics and to encourage parent to sign up as volunteers. Snacks and beverages will be served. School messenger will be used in order to inform parents of upcoming meetings, reminders and notices both in English and Spanish in order to increase parent participation. Timeline: Every Friday Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign in Sheets; Flyers; Agendas, Volunteer Clearance Form Summative Evaluation: Evaluations; End of Year Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Principal Parent Liaison Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: August 21, 2020 - End Date: May 21, 2021 - Revision Date: None Need Statements: Perceptions 3 Funding Sources: Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-135-Y-30-0F2-Y - \$900				

Strategy 3: Round Up will be held to share schools goals and procedures with parents and to introduce them to the teachers. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign in sheets, School Messenger Summative Evaluation:Evaluations, End of Year, Survey Composite Staff Responsible for Monitoring: Parent Liaison Teachers Population: Parents - Start Date: August 12, 2020 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The campus will host a fall and spring Open House to familiarize parents/community members with the schools procedures, campus performance and teachers expectations. Timeline: October 2020 March 2021 Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign in sheets, School Messenger Summative Evaluation: Evaluations, End of Year Survey Composite Staff Responsible for Monitoring: Administration Teachers Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: October 1, 2020 - End Date: March 1, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Teachers will ensure parents are aware of student progress and areas of academic concerns through the use of Student Compacts, letters, documented conferences, weekly folders and Class Dojo. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Student Compact; conference and phone logs, sign in sheets Summative Eval: EOY Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Parent liaison Teacher Administration Population: Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Review, revise and disseminate a Parental Involvement Policy so as to delineated how parents will be actively involved at the campus level with the intention to increase participation. Policy will be disseminated during the August Parental Involvement meeting, two more meetings will be offered at different days and times in order to disseminate policy to all. Policy will also be given to new parents at time of registration and will also be displayed on our campus website in English and Spanish. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Campus Parental Involvement Policy/Needs Assessments Summative Evaluation:Evaluations; End of Year Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Parent Liaison Administration Title I Schoolwide Elements: 3.1 - Population: Parents - Start Date: August 14, 2020 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy, School-Parent-Student Compact, Campus Improvement Plan. Milestone's/Strategy's Expected Results/Impact: Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact Parent, Representative List Summative: Composite of meeting minutes/Evaluations, Compliance Checklist Title I-A Parental Involvement Compliance Checklist, STAAR Results Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Dean of Instruction Title I Schoolwide Elements: 3.1 - Population: Parents - Start Date: September 1, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: A fully outfitted room will be located on campus for a Parent Center on our site in order to have a place for parent volunteers to work. Parental involvement meetings will be held in the cafeteria. Make and take sessions will be conducted to increase parental involvement. TV will be used to inform parents of campus school events/meetings. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign-in sheet, Volunteer Clearance Form Summative Evaluation: End of Year Survey Composite Staff Responsible for Monitoring: Parent Liaison Administration Population: Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 3 Funding Sources: General Supplies - 211 Title I-A - 211-61-6399-00-135-Y-30-0F2-Y - \$900	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9: Library Night will be held to promote family reading and literacy. A GT Showcase will be scheduled in May to display student's work. Early Childhood literacy activities will be scheduled throughout the year. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation:sign-in sheets Summative Evaluation:End of Year Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Librarian Parent liaison Teachers Title I Schoolwide Elements: 3.2 - Population: Parents, All Students - Start Date: November 2, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Conduct an Annual Title I meeting to inform parents of services provided through Title I funds. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign-in sheets; Agenda; minutes Summative Evaluation: Evaluation; End of Year Survey Composite, Parental Involvement Compliance Checklist Title I-A, STAAR Results, Attendance Rate, Discipline Referrals, Staff Responsible for Monitoring: Parent Liaison Principal Population: Parents - Start Date: September 1, 2020 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: Conduct an annual Title I Parent Survey to evaluate the effectiveness of Parental Involvement efforts. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: sign-in sheets; agenda; minutes Summative Evaluation: Evaluation; End of Year Survey Composite, Parental Involvement Compliance Checklist Title I-A, STAAR Results, Attendance Rate, Discipline Referrals, Staff Responsible for Monitoring: Parent Liaison Principal Population: Parents - Start Date: April 1, 2021 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: Conduct an Annual meeting to inform parents of the campus performance (AEIS report). Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Agenda Summative Eval: EOY Survey Composite, Parental Involvement Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Parent liaison Administration Population: Parents - Start Date: October 1, 2020 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 13: Parent Liaison and counselors will work on getting more community partners to assist with campus activities. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Agenda, MOU Summative Evaluation: Surveys, Increased Partnerships, Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Counselors Administration Population: Community Partners - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14: Disseminate school parent student compact indicating each groups responsibilities to ensure student achievement. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: School Parent Compact, Parental Involvement Compliance Checklist Summative Evaluation: Surveys, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Principal Liaison Teachers Population: Parents, Staff - Start Date: September 1, 2020 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15: Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Milestone's/Strategy's Expected Results/Impact: Formative: Identification Questionnaire, Student Progress Reports, Monthly eSchool PLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At- Risk Campus Contact to ensure support services are provided to students classified as homeless Summative: STAAR, Attendance Rate, Retention Rate Staff Responsible for Monitoring: Principal Homeless Youth Administrator Population: AR, T1, MI - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16: Implement a closet on campus to provide identified homeless and unaccompanied youth with hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Student Progress Reports Summative Evaluation: STAAR, Attendance Rates, Retention Rate Staff Responsible for Monitoring: Nurse Parent Liaison Population: AR, T1, MI, LEP - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 17: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly eSchool PLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At- Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate Staff Responsible for Monitoring: PEIMS Administrator Data Entry Clerk Population: AR, T1m MI, LEP - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Need Statements:

Perceptions
Need Statement 3: Need to increase parental involvement. Supplies and materials will be purchased for volunteer usage and parent meetings. Data Analysis/Root Cause: 2019 Parental involvement report shows a need to increase parents at campus weekly meetings.

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.





Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation: None

Strategy 1: Provide training for administrators and new teachers: (a) to effectively utilize eSchools to document classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Agenda Sign-in sheets Summative Evaluations: Discipline Referrals, RTI Behavior Plans Staff Responsible for Monitoring: Assistant Principal Counselors Population: Administration, Teachers - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: During staff development teachers will be educated on benefits of a strong parent/school partnership and discuss how we can increase the number of parents attending meetings. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign in sheets Summative Eval: EOY Survey Composite, Parental Involvement Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals Staff Responsible for Monitoring: Parent liaison Administration Population: Teachers - Start Date: August 5, 2020 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide Professional Dev. for teachers including Dyslexia & Special Ed teachers in order to implement a comprehensive ELAR/SLAR, science and math instructional program. Response to Intervention (RTI) CCRS (College and Career Readiness Standards) State of Texas Assessment of Academic Readiness (STAAR)-Grades 3-5 Ensenando la lectura-PK Vocabulary Development Fluency & Accuracy Multisensory Grammar and Scientific Spelling Writing Comprehension Strategies Effective research-based teaching practices. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Walkthroughs; Lesson plans; daily schedules, ERO Reports Summative Evaluation: STAAR; TELPAS; TPRI/Tejas Lee; NRT; PBMAS; CIRCLE; CPALLS; Benchmarks; Report Cards Staff Responsible for Monitoring: Dean Of Instruction Population: All PK3-5th Teachers, Including Sp Ed, Dyslexia, Life Skills and SSI - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 4: Teachers and administrators will attend conferences and training to increase academic knowledge.</p> <p>Provide Professional Development for teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy. PK CPALLS, TPRI/Tejas Lee-K-3, Benchmarks 3rd-5th grade, STAAR-3-5, TELPAS</p> <p>Administration will attend Professional Development to acquire any assessment updates.</p> <p>Substitutes or stipends will be provided.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: PD Workshop Reports Assessment Scores</p> <p>Summative Evaluation: CPALLS TPRI/Tejas Lee Fluency TELPAS Benchmark Scores</p> <p>Staff Responsible for Monitoring: Principal, Dean</p> <p>Population: All Teachers, PK-5th, Sp Ed, Dyslexia, Bilingual - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: Stipends - 211 Title I-A - 211-13-6117-00-135-Y-30-AYP-Y - \$3,000, Substitutes - 211 Title I-A - 211-11-6112-18-135-Y-30-AYP-Y - \$2,000, Travel - 211 Title I-A - 211-23-6411-23-135-Y-30-0F2-Y - \$2,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 5: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Homeless Identification, Questionnaire, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> <p>Staff Responsible for Monitoring: School Administration Homeless Youth Administrator</p> <p>Population: AR - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Professional Development, by TST and District TECH personnel, will be provided for students and teachers on computer programs and software in order to increase the integration of technology in classroom instruction. Teachers will get 12 hours of technology training on their own on topics such as Google Classroom, Seesaw, MS Teams, Class Dojo, Padlet, etc. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign In Sheets, Walkthroughs, PD System Workshop reports, Transcripts Summative Eval: Assessments Staff Responsible for Monitoring: Principal TST Dean of Instruction Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to provide substitutes for teachers in order to attend professional development, plan, vertical/horizontal alignments and/or LPAC. Data Analysis/Root Cause: Staff survey and assessment results indicated a need for teachers to plan vertically and horizontally.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.





Performance Objective 1: Benavides will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Classroom technology hardware/computers, laptops, charging carts/stations, tablets, projectors, printers, toners, headphones and ink will be available at a ratio of 1:1 for students in Pre-kinder through 5th Grade and Special Ed to use as a tool for developing academic skills through instructional software and district curriculum (Stemscopes, Imagine Learning and other multi-media resources).</p> <p>Desktops will be purchased for administrative/office staff to streamline office productivity.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Computer Lab Reports; Diagnostic Tests, Usage Reports</p> <p>Summative Evaluation: STAAR; Report Cards, Weekly Assessments, Report Cards, TELPAS Scores, STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal TST</p> <p>Title I Schoolwide Elements: 2.5 - Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: School Processes & Programs 1</p> <p>Funding Sources: Equipment Under \$5,000 - 211 Title I-A - 211-23-6398-65-135-Y-30-0F2-Y - \$2,500, General Supplies - 199 Local funds - 199-23-6399-00-135-Y-99-000-Y - \$5,000, General Supplies - 199 Local funds - 199-11-6399-62-135-Y-11-000-Y - \$1,000, General Supplies - 199 Local funds - 199-11-6399-45-135-Y-11-000-Y - \$1,000, Toner - 199 Local funds - 199-23-6399-65-135-Y-99-000-Y - \$3,000, Equipment Under \$5000 Admin - 211 Title I-A - 211-23-6398-00-135-Y-30-0F2-Y - \$2,000, Equipment Under \$5,000 - 211 Title I-A - 211-11-6398-62-135-Y-30-0F2 - \$57,000, Supplies & Materials - 162 State Compensatory - 162-11-6398-62-135-Y-30-000-Y - \$46,000</p>				
<p>Strategy 2: The Accelerated Reading Program with computers/printers for testing will be an instructional component of the campus reading activities in Kinder through 5th grade.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Computer Reports, Fluency Logs</p> <p>Summative Evaluation: STAAR; Report Cards, STAAR Results</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I Schoolwide Elements: 2.5 - Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>				

Strategy 3: Parents will have access to Home Access Center to check on students academic progress. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Application Requests Summative Evaluation: Parent Participation Report Staff Responsible for Monitoring: Teachers Administrators Parents Population: PK-5th Grade Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Students will work at computer stations on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Benchmarks, 6 Wks Grades, Projects, Fluency Logs Summative Evaluation: EOY Grades, Promotion/ Retention Rates, STAAR Scores Staff Responsible for Monitoring: Teachers Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: All Pre K 3 through Kindergarten students will be working on supplemental programs to increase their knowledge and use of technology skills. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Technology 6 wk grades, Student Lab Progress Report, Usage Reports Summative Evaluation: EOY grades, TELPAS Scores Staff Responsible for Monitoring: TST Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: Site licence for contracted services will be purchased/renewed for instructional purposes. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: 6 wks grades, TPRI/Tejas Lee Summative Evaluation: TELPAS Scores Staff Responsible for Monitoring: Principal Dean TST Population: All Students (Bil, Sp Ed, Dys.) - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: School Processes & Programs 4 Funding Sources: Miscellaneous Contracted Services - 211 Title I-A - 211-11-6299-62-135-Y-30-0F2-Y - \$5,000, Licenses - 199 Local funds - 199-11-6249-62-135-Y-11-000-Y - \$510, Contracted Maintenance and Repair - 211 Title I-A - 211-11-6249-62-135-Y-30-0F2 - \$8,000, Licenses - 199 Local funds - 199-23-6249-65-135-Y-99-000-Y - \$525, Licenses - 199 Local funds - 199-23-62-9965-135-Y-99-000-Y - \$105	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 1: Need to purchase computers, charging carts/stations, Ipads, ink, projectors and printers are needed in order to support instruction, data analysis and lesson planning for students, teachers, administrators and office staff. Data Analysis/Root Cause: District surveys for availability and access from 2019 and Spring 2020.
Need Statement 4: Need to purchase/renew software with current TEKS and STAAR material in order to reinforce skills taught in the classroom to increase student achievement. Data Analysis/Root Cause: 2019 EOY/MOY scores and COVID 19 period need to close gaps.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Increase attendance rate to 96.8% with a target of 97.5% and improve At-Risk Student Attendance Rate over prior year attendance.

Evaluation Data Sources: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation: None

Strategy 1: Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential Timeline: 2020 Fall Semester Spring Semester 2021 Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Attendance Rates Summative Evaluation: Assessment Scores Staff Responsible for Monitoring: Principal Asst. Principal Parent Liaisons Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period. Timeline: End of Every Six Weeks Sept. 25 Nov. 6 Jan. 8 Feb. 19 April 16 May 30 D1 Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Attendance Sheets Summative Evaluation: PEIMS Reports, Weekly Report Cards Staff Responsible for Monitoring: PEIMS Supervisor Data Entry Clerk Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 2 Funding Sources: Transportation - 199 Local funds - 199-11-6494-00-135-Y-11-000-Y - \$3,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers and/or home visitor will contact the home when a student is absent and document on phone log. Attendance committee will review attendance, identify issues that contribute to poor attendance and recommend corrective measures. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Phone logs Summative Evaluation: District Attendance reports Staff Responsible for Monitoring: Teacher Parent Liaison Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Need Statements:

Perceptions

Need Statement 2: Need counselors to purchase supplies and materials in order to implement program to help students succeeds. Data Analysis/Root Cause: 2019 Attendance results show a need for incentives in order to meet district goal.
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Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Benavides will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 3%.

Evaluation Data Sources: STAAR benchmark reports disaggregated for At-Risk students.

Summative Evaluation: None

Strategy 1: 5th Grade Students will participate in our campus career day set up by our counselors. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Sign In Sheets, Student Attendance Document Summative Evaluation: Counselors Survey Results Staff Responsible for Monitoring: Counselors Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: March 1, 2021 - End Date: None - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Benavides Elementary will implement College assignments per grade level in PK-5th Grade. Students will learn about their assigned university. Students will research about their university and report to all during Friday's morning announcements. Timeline: Every Friday Milestone's/Strategy's Expected Results/Impact: Formative: Sign In Sheets Summative: Essay, Friday Announcements, School Spirit Staff Responsible for Monitoring: Counselors Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 14, 2020 - End Date: May 21, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Benavides Elementary will provide tutorials and remediation strategies in the core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Extended Day will be offered to students after school. SSI tutorials will be offered for 5th graders needing extra assistance in order to meet state requirements. Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPlus generated Tutorial Schedule, Attendance Report Tutorial Lesson Plans, Benchmark Scores, Student Progress Reports Summative: STAAR, Retention Rate Staff Responsible for Monitoring: Dean of Instruction Title I Schoolwide Elements: 2.4, 2.6 - Population: All Students, T1, TIM, ELL, SE, AR, Dys - Start Date: September 8, 2020 - End Date: May 8, 2020 - Revision Date: None Need Statements: Demographics 1 - Student Learning 6 Funding Sources: Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-135-Y-30-000-Y - \$55,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-135-Y-30-000-Y - \$6,000, Extra Duty Pay PE - 211 Title I-A - 211-11-6121-00-135-Y-30-ASP-Y - \$17,268, Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-135-Y-30-ASP-Y - \$50,000, Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-135-Y-24-SSI-Y - \$8,500	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to offer At Risk students tutorials afterschool/Saturday academies in order to meet their needs. Data Analysis/Root Cause: COVID-19 distance learning period gap and 2019 scores show a need for remediation.
Student Learning
Need Statement 6: Need to offer At Risk students tutorials afterschool/Saturday academies in order to meet their needs. Data Analysis/Root Cause: COVID-19 distance learning period gap and 2019 scores show a need for remediation.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student. Prior to March 13 due to COVID 19.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. CATCH meetings and reports.

Summative Evaluation: None

Strategy 1: The school nurse will provide health care for students and staff. Training for medications will be given as needed. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Observation, Nurse Referrals Summative Evaluation: Attendance Records Staff Responsible for Monitoring: Principal Nurse Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Custodial cleaning supplies will be purchased in order to maintain a clean, healthy, viral free environment. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Observation, Nurse Referrals Summative Eval: Clean Environment Staff Responsible for Monitoring: Nurse Head Custodian Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 4 Funding Sources: Supplies For Maintenance/Operations - 199 Local funds - 199-51-6315-00-135-Y-99-000-Y - \$7,000, Extra Duty - 199 Local funds - 199-51-6121-47-135-Y-99-000-Y - \$50, Supplies for Maintenance/Operations - 199 Local funds - 199-51-6319-00-135-Y-99-000-Y - \$3,050	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Office/Administration supplies will be purchased to maintain a safe and disciplined environment conducive to students learning . Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Observation Summative Evaluation: Nurse Referrals, Attendance Records, Report Cards Staff Responsible for Monitoring: Secretary Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Perceptions 4 Funding Sources: General Supplies - 211 Title I-A - 211-23-6399-00-135-Y-30-0F2-Y - \$6,000, General Supplies - 199 Local funds - 199-23-6399-45-135-Y-99-000-Y - \$4,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation-Updated District Policy, Classroom Observations, Lesson Plans Summative Evaluation-TEA required report for Fitness Assessment Results & Student Follow-up Staff Responsible for Monitoring: Physical Ed. Teachers School Nurse CATCH Team Members ARD & 504 Teachers Population: All Students; T1, TIM, ELL, SE, AR, GT, Dys. - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation-Implementation Documentation CATCH Lesson Plans Summative-CATCH Binder,Health Grades Staff Responsible for Monitoring: CATCH Chairperson Population: All Students; T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6: To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week to be in compliance with Senate Bill 530 effective 09/01/2007. Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing. Milestone's/Strategy's Expected Results/Impact: Formative Evaluations: Lesson Plans, Schedules Summative Evaluations: Attendance Records, PDAS Evaluations Staff Responsible for Monitoring: Coaches Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None Need Statements: Student Learning 5 Funding Sources: General Supplies - 199 Local funds - 199-11-6399-51-135-Y-11-000-Y - \$1,000	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: All students will use Project Fit America outdoor fitness equipment in order to improve muscular strength and endurance. Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Physical Fitness Curriculum Summative Eval: Fitness Gram Staff Responsible for Monitoring: Coaches Population: ALL Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Need Statements:

Student Learning
Need Statement 5: Need to provide teachers with additional supplemental instructional resources and supplies to increase student achievement. Data Analysis/Root Cause: 2019 TPRI/ STAAR Benchmark scores showed that additional practice support is needed to close academic gaps.
Perceptions
Need Statement 4: Need to maintain the school as a health and safe environment. Data Analysis/Root Cause: Staff, parent and student surveys to keep school safe and clean.

State Compensatory

Personnel for Benavides Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dean of Instruction	Dean of Instruction	Dean of Instruction	1
PK Teacher	PK 4 Teacher	PK	5
Teacher	Dyslexia Teacher	State Comp	1
Teacher	Dyslexia Teacher	Dyslexia	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Campus staff, parent and student needs assessment surveys are conducted every Spring and data is aggregated to the campus level to be used as part of the comprehensive needs assessment. The Site-Based Decision-Making (SBDM) Committee met on April 24, 2020 to review student, staff and parent surveys of the comprehensive needs assessment to determine the strengths and needs of students, staff, parents before deciding how to use available local, state, and federal budget. Survey data was reviewed and findings were addressed in Demographics, Student Learning, School Processes and Program, and Perceptions areas of Campus Improvement Plan. The SBDM meets monthly and during these meetings, progress and goals are reviewed and updated. The membership of the SBDM includes parents, community members, business members and elected teachers and non-teaching professionals from. In addition, the campus will focus on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2020-2021 and to increase the Masters performance level in all content areas. In addition, improve attendance percentage to meet goal of 97.5%, to decrease the academic gap between Non-Lep /Lep Students and increase passing percentage of Special Education students. This year we will focus on closing the gap from those who were not able to work during the Covid-19 remote learning period.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Benavides Elementary SBDM committee provided input and made revisions to the goals and development of activities using data from the CNA from students, staff, parents and community along with teacher input for staff development needs.

2.2: Regular monitoring and revision

SBDM Committee will meet throughout the 2020-2021 school year to review the CIP for revisions, budget updates, and formative reviews to be made in November, January, April and June.

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

Campus Improvement Plan is available on our school website in English with the Dean and Parent Liaison as contacts and translation into Spanish is available upon request.

2.4: Opportunities for all children to meet State standards

Benavides Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's Meets, Accomplished,

and Mastered levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of After School Tutorial and Extended Day Enrichment Programs, for students who are At-Risk and in need of continuity in their instructional program to be successful; (3) include strategies for meeting the educational needs of bilingual, migrant, dyslexic and special education; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving children, At-Risk, or not meeting the State student academic achievement standards; (5) are consistent with and are designed to implement the State and local improvement plans. All teachers will closely monitor all students' performance based on daily exercises and assessments.

2.5: Increased learning time and well-rounded education

At Benavides Elementary all students are given opportunities to increase their learning time and have well rounded education with our special programs. Benavides has a music class, an art class, cheerleading, among other clubs. We encourage Accelerated Reading as well as UIL, Science Fair and many opportunities for collecting items for donations. A dyslexia pull out program serves those 504 students who need additional help on a daily basis. RTI committee meets in order to review strategies for students who are struggling. We do offer bilingual instruction as well as differentiated curriculum for those in the Gifted and Talented Program. After school/Saturday tutorial programs are offered to all students in need especially those at risk. Title I Funds along with state comp and local funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. Extended day is also provided for all students including those in special ed, dyslexia, migrant who are struggling academically.

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

At risk students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all at risk students' performance based on daily exercises and periodic tests. Students not mastering the objectives, based on data, will be provided additional assistance based on his/her individual needs. RtI, meetings will be held every 6 weeks to analyze student progress and review the effectiveness of the TIER II/III instruction, in addition to making recommendations for further assessment for special programs such as Special Education, Guidance and Counseling, Dyslexia, and 504. Supplemental supports are made available during the regular school day as well as through before and after school programs for all students including Special Education, Dyslexia, Migrant and Bilingual. Teachers will analyze and prepare through data analysis meetings, grade level/vertical alignment meetings, tutorials and staff development.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Benavides Elementary SBDM and parent representatives reviewed and revised the Parent and Family Engagement Policy on April 24, 2020. Parent liaison will distribute the Parent and Family Engagement Policy at the beginning of the 2020-2021 school year in August and have it available for new registrants upon their arrival to campus as part of the registration process. The Parent Liaison will review the Parent and Family Engagement Policy during scheduled 9:00 am, Friday morning, parent meetings in the school cafeteria. Meetings are bilingual, they are conducted in English with Spanish translations. The policy will also be available on the Benavides website. The Parent Liaison and SBDM parent volunteers will review and revise the policy throughout the school year, as well as review policy with SBDM at the end of the school year in May 2021.

3.2: Offer flexible number of parent involvement meetings

The required Title I-A information meetings will be held at two different dates and times at the beginning of the 2020-2021 school year.

Parent meetings will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center including Curriculum Specialist and campus personnel as well as community members. Parent meetings will focus on how to help students achieve in the content areas, meet attendance requirements, state assessments including SSI, ELL services that support college readiness, digital citizenship, counseling/bullying, GALAXY-GT Program information, and the importance of parent involvement. In addition to having presenters address various community services and resources that are available, issues on child health and safety, and parenting skills are also presented. All meetings are held Fridays at 9:00 am in the school cafeteria there will be 7:30 am, 1:00 pm and 5:30pm meetings as well to provide flexibility in meeting times and dates for parents and guardians. Meetings are conducted in English with Spanish translations. In the PM Parent and Family Engagements events such as library nights, choir programs and award assemblies are held after 5:00 pm. All events are held in various places throughout the school. All parents are invited and notified through messenger, flyer, Facebook and teacher's platform systems (Class Dojo, etc.) prior to the meetings. This year additional sessions of library night will be offered in order to encourage curriculum meetings in the evenings in an effort to increase parental involvement.