

Fort Worth Independent School District
103 Benbrook Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	10
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.	15
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.	25
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	32
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	37
Site Based Decision Making Committee	43
Campus Funding Summary	44
Policies, Procedures, and Requirements	48

Comprehensive Needs Assessment

Revised/Approved: March 1, 2024

Demographics

Demographics Summary

Benbrook Elementary is a 70 year-old, PK-5th Title I campus in Fort Worth ISD in Benbrook, TX. Our campus is located in the small community of Benbrook, southwest of Fort Worth. We have a tight-knit, small town feel, yet benefit from the resources and support of a large district. Most families live within two miles and drop off and pick up students. Our only students who ride a bus are those served in our SEAS (Social Emotional Academic Support) and ECSE (Early Childhood Special Education) programs.

Our current enrollment is 364 students.

Enrollment at Benbrook by ethnicity includes:

- Hispanic: 33.7%
- African American: 7.2%
- White: 52.1%
- Asian: 1.6%
- American Indian 0.2%
- Pacific Islander: 0%
- Two or more races: 5.2%

Benbrook Elementary student groups include:

English Language Learners (ELLs): 6.3%

Gifted and Talented: 3.6%

Special Education: 14.6%

Mobility (21-22) 21%

Section 504: 9.2%

Economically Disadvantaged: 55.5%

At Risk: 63.4%

Benbrook Elementary employs a high-quality, talented staff with an average of 16 years teacher experience. Benbrook is fortunate to have a staff with a low mobility rate and tenured experience.

Demographics Strengths

- Strong partnership with parents and community members.
- Small town community feel with the benefit of large district support.
- Strong family engagement and an active PTA.
- The turnover rate among our staff is low, and teachers are experienced (16 year average).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mobility rate has increased 4% from prior school year. **Root Cause:** Some students have left the campus to attend other schools and then returned, others have recently moved the Benbrook area.

Student Learning

Student Learning Summary

In the 21-22 school year the campus received an overall B (87) rating from TEA. No designations have been provided for 2023 performance. STAAR scores reflect the campus focus on Math to raise scores. Students demonstrated gains in almost all sub areas. The campus increased 14 percentage points in Meets on the Math assessment. Scores declined in Reading and Science for SPED and in Reading for EB students.

Reading STAAR Data	Approaches	Meets	Masters
All students	80%	53% (-4)	32% (-9)
EcoDis	79% (+5)	53% (+10)	21% (+1)
SPED	55% (-8)	12% (-9)	0% (-8)
EB	40% (-60)	40%(-16)	20% (-13)

Math STAAR Data

All Students	75% (+10)	49%(+14)	18% (+3)
EcoDis	68% (+11)	44% (+22)	15% (+11)
SPED	39% (+1)	24% (+20)	0% (-4)
EB	60% (-29)	60% (+13)	20% (-2)

Science STAAR Data

5th	72% (-4)	42% (-3)	16% (-11)
EcoDis	63% (-5)	34% (+2)	13% (-1)
SPED	20% (-16)	0% (-27)	0% (-27)
EB	*		

MAP data -

Winter 2022-2023 data - Grade level Achievement Average

	Math	Reading
Campus	63%	62%
K -	69%	77%
1 -	76%	68%
2 -	53%	54%
3 -	66%	60%
4 -	61%	59%
5 -	46%	47%

In Math 91% of students grew. 51% grew more than 10 points. 6 teachers had 100% of student show grow.

In Reading 83% of students grew. 48% grew more than 10 points. 2 teachers had 100% of student show grow.

Student Learning Strengths

- * Math STAAR data indicates double digit growth in Approaches and Meets across the campus.
- * Economically Disadvantaged students showed gains in all passing level of STAAR on Reading.
- * MAP MOY achievement data indicates 4 out of 6 grades levels are performing above 60% of the national norm.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students are performing below their peers. **Root Cause:** The EB population is growing at Benbrook and instructional plans have not been developed to meet the students specific learning needs.

Problem Statement 2 (Prioritized): Special Education students are performing well below their peers. **Root Cause:** Lack of instructional alignment between the general education classroom and the resource instruction.

Problem Statement 3 (Prioritized): From 2022-2023 Meets and Masters across all tested subjects has declined. **Root Cause:** Campus instructional focus has been on growth not high achievement.

School Processes & Programs

School Processes & Programs Summary

Benbrook conducts weekly PLC meetings with all grade levels. PLCs focus on student data, instructional planning and reteach of skills. The Instructional Coach and Administration attend all PLC meetings in order to support teachers and be in the work with teachers.

Administration and Instructional coach work closely with 3-5 year teachers to mentor and develop strong instructional practices. This is done by looking at student work and developing next steps based on the observations and data. Teachers are provided modeled lessons by administration and weekly instructional check ins.

Teachers utilize Branching Minds to track interventions, behavior incidents, parent communication and HB1416 tutoring requirements. This platform has provided one place to access all student information.

A daily intervention block has been added to the school year. All interventions are done first thing in the morning from 8:00 - 8:35.

The master schedule at Benbrook is written to try reduce the amount of time that students are removed from Tier One instruction. Teachers report that there is still a concern for the numbers of students pulled during core instruction to receive other required service minutes.

School Processes & Programs Strengths

- * Leadership team participates in PLC meetings.
- * Campus/Staff have input on systems and development of procedures
- * Hiring new staff is done as a committee to ensure candidates are a fit for teams.
- * Daily interventions occur with fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special education teachers and General Education teachers do not plan together to ensure alignment in both classrooms for students in Special Education. **Root Cause:** The master schedule has not been created to allow this time to occur.

Problem Statement 2: In PLC it is difficult to stay on a regular schedule for planning, DDI, and student work. **Root Cause:** The PLC overview calendar changes due to upcoming events, such as testing, required meetings and district mandates.

Problem Statement 3 (Prioritized): Data from instructional interventions is not tracked with fidelity across the campus. **Root Cause:** The administration has not set clear expectations for how to collect and record this data.

Perceptions

Perceptions Summary

Benbrook's vision statement is creating a community of respectful and productive citizens who are lifelong learners. The mission is, we will provide a challenging education which motivates students to excel academically and to be a constantly developing community of learners.

The campus is a tight community where parents describe a positive environment for their children. The campus has an open door policy for parents. They are able to easily schedule time with administration or teachers to discuss their children. The campus has added more parent events to encourage parents being on campus and participating in the education process. .

We are a Title One campus, comprised of 61% of our students qualifying as low income. We provide campus wide parent involvement opportunities on a regular basis. These include:

Family Academic Night

Fall Parent Conferences

Family Lunch Events

Open House Night

All Pro Dads

Lower grade teachers send weekly newsletters and create open communication with parents on a consistent basis. Parents are involved and family events are well attended. A call and weekly newsletter goes out on Blackboard each Sunday to all families with upcoming weekly information.

Through teacher feedback, teachers are reporting they feel supported and moral is high. They report the campus is focused and intentional about structuring the learning for students. The campus has little to no teacher turn over.

We have seen small gains in attendance. Each six weeks we have seen a 2-3 percent gain from the same six weeks the year prior (22-23). Chronic absenteeism has also declined 5-6 percentage points from the same six weeks the year prior (22-23). the campus has initiated attendance incentives to encourage attendance. These have yielded positive results but the events have been inconsistent throughout the year.

Perceptions Strengths

* Strong parent involvement

* Variety of parent nights to encourage engagement

* Attendance has increased.

* The Benbrook community is small and supports the campus efforts with donations and volunteering.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent attendance at parent Conferences yields less than half of parents. **Root Cause:** Parents unable to attend during school hours.

Problem Statement 2 (Prioritized): The number of daily tardy arrivals ranges from 10-35, however ever when incentives are offered it decreased to less than 10 per day. **Root Cause:** The campus does not offer a consistent tardy incentive.

Problem Statement 3 (Prioritized): Communication at the beginning of the year does not inform parents of requirements that must be met. (attendance, dress code, grade requirements, ect) **Root Cause:** Campus had not provided clear communication early in the school year, rather as a reaction to circumstances.

Priority Problem Statements

Problem Statement 1: Special Education students are performing well below their peers.

Root Cause 1: Lack of instructional alignment between the general education classroom and the resource instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Emergent Bilingual students are performing below their peers.

Root Cause 2: The EB population is growing at Benbrook and instructional plans have not been developed to meet the students specific learning needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: From 2022-2023 Meets and Masters across all tested subjects has declined.

Root Cause 3: Campus instructional focus has been on growth not high achievement.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special education teachers and General Education teachers do not plan together to ensure alignment in both classrooms for students in Special Education.

Root Cause 4: The master schedule has not been created to allow this time to occur.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Data from instructional interventions is not tracked with fidelity across the campus.

Root Cause 5: The administration has not set clear expectations for how to collect and record this data.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The number of daily tardy arrivals ranges from 10-35, however ever when incentives are offered it decreased to less than 10 per day.

Root Cause 6: The campus does not offer a consistent tardy incentive.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Communication at the beginning of the year does not inform parents of requirements that must be met. (attendance, dress code, grade requirements, ect)

Root Cause 7: Campus had not provided clear communication early in the school year, rather as a reaction to circumstances.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

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
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: August 30, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 80% to 90% by May 2025.

Increase the percentage of SPED students from 80% to 85% by May 2025.

Strategy 1: Regular PLC meetings with Prek teachers to review student data and discuss instructional next steps for students.

Strategy's Expected Result/Impact: 92% of students will demonstrate proficiency on GOLD assessment.

Staff Responsible for Monitoring: Prek Teachers, Principal

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Purchase Instructional Materials determined needed when planning in PLC Meetings with teachers. Intended Audience: PreK Students Provider / Presenter / Person Responsible: principal/teachers/campus secretary Date(s) / Timeframe: August 2024- April 2025 Collaborating Departments: Early Childhood Delivery Method: PLC Meetings Funding Sources: Instructional Materials - SCE (199 PIC 24) - 199-11-6399-001-103-24-313-000000- - \$1,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Purchase snacks for promote teacher engagement. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: August - April Funding Sources: Food Items, snacks - UNDISTRIBUTED (199 PIC 99) - 199-23-6499-XXX-103-99-313-000000- - \$500	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Create safe, clean and sanitary learning environments in SPED ECSE classrooms that ensure students have an optimal learning opportunities.

Strategy's Expected Result/Impact: Students will be able to learn in a safe, clean environment that promotes student engagement.

Staff Responsible for Monitoring: SPED teacher

Title I:

2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase materials to ensure classroom is safe and clean. (Baby wipes, Clorox wipes, room sanitizer, gloves, ect) Intended Audience: Special Education Students Provider / Presenter / Person Responsible: Special Education Teachers Date(s) / Timeframe: August - April Funding Sources: Materials for sanitary enviornment - SPED (199 PIC 23) - \$1,200	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Special education teachers and General Education teachers do not plan together to ensure alignment in both classrooms for students in Special Education.

Root Cause: The master schedule has not been created to allow this time to occur.

Problem Statement 3: Data from instructional interventions is not tracked with fidelity across the campus. **Root Cause:** The administration has not set clear expectations for how to collect and record this data.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 56% (MOY) to 75% by May 2025.

Increase the percentage of Special Education students who Meet or Exceed grade level expectations from 34% to 50% by May 2025.

Strategy 1: Provide optimal testing environments that ensure students can focus and therefore produce accurate measures of growth on MAP testing

Strategy's Expected Result/Impact: 95% of students will meet expected growth targets from BOY to EOY.

Staff Responsible for Monitoring: Principal, testing Coordinator, Teachers

Title I:

2.4, 2.5

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Substitutes will be provided for K-2nd MAP testing in order to ensure that students have an optimal testing setting. This setting will allow teachers to monitor rapid guessing, duration for each student, trouble shoot log-in issues and ensure students stay on task and focused.</p> <p>Intended Audience: Students K-2</p> <p>Provider / Presenter / Person Responsible: Testing Coordinator</p> <p>Date(s) / Timeframe: BOY, MOY, EOY MAP testing windows</p> <p>Collaborating Departments: None</p> <p>Delivery Method: PLC meetings with teachers</p> <p>Funding Sources: Substitutes for testing - TITLE I (211) - 211-11-6112-04E-103-30-510-000000-25F10 - \$3,750</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase specific furniture to support students in Special Education in order to meet all physical and adaptive needs during testing and classroom instruction.</p> <p>Intended Audience: Special Education Students Provider / Presenter / Person Responsible: Special Education Teachers Date(s) / Timeframe: August - October Collaborating Departments: Special Education</p> <p>Funding Sources: Furniture for SPED students - SPED (199 PIC 23) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Provide targeted interventions for all Emergent Bilingual students on the campus.

Strategy's Expected Result/Impact: 80% EB students will meet expected growth on Reading MAP

Staff Responsible for Monitoring: Principal and Teachers





Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase materials for intervention group. (supplies for student create resource books, magnetic letters)</p> <p>Intended Audience: EB students Provider / Presenter / Person Responsible: Principal, classroom Teachers, IC Date(s) / Timeframe: September - January Delivery Method: Direct teach in small group</p> <p>Funding Sources: Instructional materials - BEA (199 PIC 25) - 199-11-6399-001-103-25-313-000000 - \$233, Instructional Supplies - TITLE I (211) - 211-11-6399-04E-103-30-510-000000-25F10 - \$1,267</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 3: Hire tutor to come to campus two times a week to work with EB students K-3rd

Strategy's Expected Result/Impact: 80% EB students will meet expected growth on MAP

Staff Responsible for Monitoring: Principal





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire tutor for EB students</p> <p>Intended Audience: EB students in K-3rd</p> <p>Provider / Presenter / Person Responsible: Principal, tutor</p> <p>Date(s) / Timeframe: September - March</p> <p>Delivery Method: Direct instruction to students</p> <p>Funding Sources: Tutor - TITLE I (211) - 211-11-6127-04E-103-30-510-000000-25F10 - \$2,300</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Emergent Bilingual students are performing below their peers. Root Cause: The EB population is growing at Benbrook and instructional plans have not been developed to meet the students specific learning needs.</p>
<p>Problem Statement 2: Special Education students are performing well below their peers. Root Cause: Lack of instructional alignment between the general education classroom and the resource instruction.</p>
<p>Problem Statement 3: From 2022-2023 Meets and Masters across all tested subjects has declined. Root Cause: Campus instructional focus has been on growth not high achievement.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 57% (MOY) to 85% (EOY) by May 2025.

Increase the percentage of Special Education students from 34% to 50% by May 2025.

High Priority

Strategy 1: 1/2 day PLC Meetings with all grade levels to review MAP data after BOY and MOY data. Meeting time will be used to create intervention plans that target student gaps and misconceptions determined from the data.

Strategy's Expected Result/Impact: An additional 15% of student not meeting expected growth in BOY will meet MOY, and EOY.

Staff Responsible for Monitoring: Principal, Instructional Coach, AP

Title I:





2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Provide substitutes for 1/2 day planning sessions. Intended Audience: Teachers Provider / Presenter / Person Responsible: IC, AP, Principal Date(s) / Timeframe: September 2024, February 2025 Delivery Method: PLC Meeting Funding Sources: Substitute teachers for classrooms while teachers review data - TITLE I (211) - 211-11-6112-OPD-103-30-510-000000-25F10 - \$3,012.20	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase Instructional Materials determined needed when planning in PLC Meetings with teachers.</p> <p>Intended Audience: PreK Students</p> <p>Provider / Presenter / Person Responsible: principal/teachers/campus secretary</p> <p>Date(s) / Timeframe: August 2024- April 2025</p> <p>Collaborating Departments: Early Childhood</p> <p>Delivery Method: PLC Meetings</p> <p>Funding Sources: Instructional Materials - SCE (199 PIC 24) - 199-11-6399-001-103-24-313-000000- - \$1,000, Instructional Materials - TITLE I (211) - 211-11-6399-04E-103-30-510-000000-25F10 - \$2,000, Instructional Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-103-11-313-000000- - \$1,485</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 2: Create a school wide plan to track every student's individual Reading Level and growth over time.

Strategy's Expected Result/Impact: 95% of students will grow at least one year as measured by AR Reading levels.

Staff Responsible for Monitoring: Librarian/Principal/IC

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 3 - School Processes & Programs 3

Action Step 1 Details	Reviews			
<p>Action Step 1: New books will be purchased for the library in order to keep books current with a large selection on each reading level for students to choose from.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Librarian</p> <p>Date(s) / Timeframe: August 2024 - January 2025</p> <p>Collaborating Departments: Media Services</p> <p>Funding Sources: New Library books - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-103-99-313-000000- - \$3,000, New Library Books - TITLE I (211) - 211-12-6329-04E-103-30-510-000000-25F10 - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Librarian will attend the Texas Association Annual Conference to develop and learn new strategies to build a high quality library that supports all learners.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: April 2025 Collaborating Departments: Media Services</p> <p>Funding Sources: Registration and Travel - TITLE I (211) - 211-12-6411-04E-103-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Purchase Accelerated Reader for all K-5th grade students.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: September 2024 Collaborating Departments: Media Services</p> <p>Funding Sources: AR Liscense - BASIC (199 PIC 11) - 199-11-6299-XXX-103-11-313-000000- - \$3,900</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Include long term sub and pending hires in instructional planning before school begins.</p> <p>Intended Audience: Teachers and students Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: Aug 5th - Aug 9th Delivery Method: Professional Development</p> <p>Funding Sources: payroll for long term subs - BASIC (199 PIC 11) - 199-11-6112-XXX-103-11-313-000000- - \$600</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Strategy 3: Provide parents with BOY, MOY, and EOY MAP reports during parent conferences to ensure all parents have an understanding of their child's academic progress,

Strategy's Expected Result/Impact: Increase parent engagement and understanding of academic expectations of students.

Title I:
4.1, 4.2
- **TEA Priorities:**

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

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase of paper, post cards, stamps and colored ink to produce and mail out parent MAP reports each cycle.</p> <p>Intended Audience: parents Provider / Presenter / Person Responsible: AP Date(s) / Timeframe: September - April Delivery Method: mail and parent conferences</p> <p>Funding Sources: Paper and colored ink - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-103-30-510-000000-25F10 - \$1,368</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: From 2022-2023 Meets and Masters across all tested subjects has declined. Root Cause: Campus instructional focus has been on growth not high achievement.</p>
School Processes & Programs
<p>Problem Statement 3: Data from instructional interventions is not tracked with fidelity across the campus. Root Cause: The administration has not set clear expectations for how to collect and record this data.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 85% to 90% by May 2025.
Increase the percentage of Special Education students from 85% to 90% by May 2025.

High Priority

Evaluation Data Sources: MAP data

Strategy 1: Regular PLC meetings with Prek teachers to review student data and discuss instructional next steps for students.

Strategy's Expected Result/Impact: 92% of students will demonstrate proficiency on GOLD assessment.

Staff Responsible for Monitoring: Prek Teachers, Principal

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Create campus master schedule to include time for weekly planning and data review meetings. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal/IC/AP Date(s) / Timeframe: September 2024 - April 2025	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Campus master Grade Level topic planner utilized in Leadership Weekly to ensure most impactful focus of meetings Intended Audience: Leadership Team Provider / Presenter / Person Responsible: principal Date(s) / Timeframe: September - April	Formative		Summative	
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: Data from instructional interventions is not tracked with fidelity across the campus. **Root Cause:** The administration has not set clear expectations for how to collect and record this data.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 55% to 70% by May 2025.

Increase the percentage of Special Education students from 50% to 70% by May 2025.

Strategy 1: Provide optimal testing environments that ensure students can focus and therefore produce accurate measures of growth on MAP testing

Strategy's Expected Result/Impact: 85% of students will meet expected growth targets from BOY to EOY.

Staff Responsible for Monitoring: Principal, testing Coordinator, Teachers

Title I:

2.4, 2.5

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction


Problem Statements: Student Learning 2 - School Processes & Programs 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Substitutes will be provided for K-2nd MAP testing in order to ensure that students have an optimal testing setting. This setting will allow teachers to monitor rapid guessing, duration for each student, trouble shoot log-in issues and ensure students stay on task and focused.</p> <p>Intended Audience: Students K-2</p> <p>Provider / Presenter / Person Responsible: Testing Coordinator</p> <p>Date(s) / Timeframe: BOY, MOY, EOY MAP testing windows</p> <p>Collaborating Departments: None</p> <p>Delivery Method: PLC meetings with teachers</p> <p>Funding Sources: Substitutes for testing - TITLE I (211) - 211-11-6112-04E-103-30-510-000000-25F10 - \$3,750</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Provide Interventions for Special Education students by both the General Education Teacher and Special Education Teacher to ensure master of skills.

Strategy's Expected Result/Impact: 80% Sped Students will meet expected growth on Math MAP

Staff Responsible for Monitoring: General and Special Education Teachers/Principal/IC

Title I:

2.5

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
<p>Action Step 1: PLC meetings scheduled to ensure that SPED and General education teachers can meet together for DDI meetings.</p> <p>Intended Audience: Sped And Gen Ed Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Coach, Principal, AP</p> <p>Date(s) / Timeframe: August - April</p> <p>Funding Sources: Subs for teachers to attend PLC meetings - UNDISTRIBUTED (199 PIC 99) - 199-23-6112-XXX-103-99-313-000000- - \$3,400</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase Instructional supplies needed as determined by SPED and General education teachers in DDI meetings.</p> <p>Intended Audience: Special Education Students</p> <p>Provider / Presenter / Person Responsible: Teachers and Instructional Coach</p> <p>Date(s) / Timeframe: August - April</p> <p>Collaborating Departments: Sped</p> <p>Funding Sources: Instructional Materials - SPED (199 PIC 23) - \$1,023</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<p>Action Step 3: Purchase food Incentives for Special Education (SEAS) students in order to motivate to work to their best potential.</p> <p>Intended Audience: Special Education Students</p> <p>Provider / Presenter / Person Responsible: Special Education Teachers</p> <p>Date(s) / Timeframe: August 2023 - May 2025</p> <p>Funding Sources: Food Incentives as determined by student IEPs - SPED (199 PIC 23) - \$1,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<p>Action Step 4: Provide snacks for teachers at PLC and professional development.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Principal/Secretary</p> <p>Date(s) / Timeframe: August 2024- April 2025</p> <p>Funding Sources: Snacks for teachers - UNDISTRIBUTED (199 PIC 99) - 199-13-6499-XXX-103-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Special Education students are performing well below their peers. Root Cause: Lack of instructional alignment between the general education classroom and the resource instruction.</p>
School Processes & Programs
<p>Problem Statement 3: Data from instructional interventions is not tracked with fidelity across the campus. Root Cause: The administration has not set clear expectations for how to collect and record this data.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 56% (MOY) to 85% (EOY) by May 2025.

Increase the percentage of Special Education students from 68% to 80% by May 2025.

High Priority

Evaluation Data Sources: MAP data

Strategy 1: Weekly PLC meetings to Review data and plan lessons to address student misconceptions.

Strategy's Expected Result/Impact: Student data on each individual targeted TEK will show gains of a minimum of 10%

Staff Responsible for Monitoring: Principal/Instructional Coach/Teachers





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase Instructional Materials that needed as determined by teachers in planning PLC meetings.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Instructional Coach/Teachers</p> <p>Date(s) / Timeframe: September 2024 - April 2025</p> <p>Funding Sources: Instructional Materials - SCE (199 PIC 24) - 199-11-6399-001-103-24-313-000000- - \$1,090, Instructional Materials - TITLE I (211) - 211-11-6399-04E-103-30-510-000000-25F10 - \$2,000, Instructional Materials - BASIC (199 PIC 11) - 199-11-6399-XXX-103-11-313-000000- - \$3,060</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: Special Education students are performing well below their peers. **Root Cause:** Lack of instructional alignment between the general education classroom and the resource instruction.

Problem Statement 3: From 2022-2023 Meets and Masters across all tested subjects has declined. **Root Cause:** Campus instructional focus has been on growth not high achievement.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 57% to 67% by May 2025. Increase the percentage of Special Education students from 19% to 30% by May 2025.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1: Provide TEKS based instructional materials for all 3rd - 5th classrooms.

Strategy's Expected Result/Impact: Reach objective 1 targets of the percentage of students scoring MEETs on Reading STAAR.

Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**


Build a foundation of reading and math


- **ESF Levers:**


Lever 5: Effective Instruction


Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Purchase TEKS based Materials Intended Audience: Students 3rd - 5th Provider / Presenter / Person Responsible: Instructional Coach/Principal Date(s) / Timeframe: November - April Collaborating Departments: None Delivery Method: PLC planning with teachers Funding Sources: TEKS based materials - TITLE I (211) - 211-11-6399-04E-103-30-510-000000-25F10 - \$5,000	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 2: Gifted and Talented Students will be specifically planned for in Teacher Planning sessions to ensure 100% score MEETS or MASTERS on

Reading STAAR

Strategy's Expected Result/Impact: 95% GT students will score MEETS or MASTERS on STAAR

Staff Responsible for Monitoring: Teachers

Title I:

2.5

- **TEA Priorities:**


Build a foundation of reading and math


- **ESF Levers:**


Lever 5: Effective Instruction


Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Purchase instructional materials to support teacher lessons plans and developed GT projects. Such as: tri fold boards, art supplies, science materials Intended Audience: GT Identified students Provider / Presenter / Person Responsible: Classroom Teachers Date(s) / Timeframe: September 2024 - April 2025 Collaborating Departments: GT Delivery Method: Teacher Planning Meetings Funding Sources: Instructional supplies and materials - GT (199 PIC 21) - \$722	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Emergent Bilingual students are performing below their peers. Root Cause: The EB population is growing at Benbrook and instructional plans have not been developed to meet the students specific learning needs.</p>
<p>Problem Statement 2: Special Education students are performing well below their peers. Root Cause: Lack of instructional alignment between the general education classroom and the resource instruction.</p>
<p>Problem Statement 3: From 2022-2023 Meets and Masters across all tested subjects has declined. Root Cause: Campus instructional focus has been on growth not high achievement.</p>

School Processes & Programs

Problem Statement 3: Data from instructional interventions is not tracked with fidelity across the campus. **Root Cause:** The administration has not set clear expectations for how to collect and record this data.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 48% to 58% by May 2025.
 Increase the percentage of Special Education students from 22% to 32% by May 2025.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1: Provide TEKS based instructional materials for all 3rd - 5th classrooms.

Strategy's Expected Result/Impact: Reach objective 1 targets of the percentage of students scoring MEETs on Math STAAR.

Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 5: Effective Instruction


Problem Statements: Student Learning 3 - School Processes & Programs 3

Action Step 1 Details	Reviews			
Action Step 1: Purchase TEKS based Materials Intended Audience: Students 3rd - 5th Provider / Presenter / Person Responsible: Instructional Coach/Principal Date(s) / Timeframe: November - April Collaborating Departments: None Delivery Method: PLC planning with teachers Funding Sources: TEKS based materials - TITLE I (211) - 211-11-6399-04E-103-30-510-000000-25F10 - \$6,500	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: From 2022-2023 Meets and Masters across all tested subjects has declined. **Root Cause:** Campus instructional focus has been on growth not high achievement.

School Processes & Programs

Problem Statement 3: Data from instructional interventions is not tracked with fidelity across the campus. **Root Cause:** The administration has not set clear expectations for how to collect and record this data.

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

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 13% to 8% by May 2025.

Decrease the number and percentage of Special Education students from 17% to 10% by May 2025.

Evaluation Data Sources: District Chronic absenteeism data

Strategy 1: Create welcome folders with all procedural and policy information. Parents will receive the state expectations for attendance in the folder.

Strategy's Expected Result/Impact: Parents will have information and ensure that students meet the required days.

Staff Responsible for Monitoring: AP

Title I:

4.1

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Purchase of paper, folders, labels and other materials needed to produce parent communication. Intended Audience: Parents Provider / Presenter / Person Responsible: Principal, secretary Date(s) / Timeframe: August 2024 Funding Sources: paper, folders, ink other materials - UNDISTRIBUTED (199 PIC 99) - 199-61-6399-XXX-103-99-313-000000- - \$1,075	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Bring data clerk in prior to contract to create folders for each family Intended Audience: Families Provider / Presenter / Person Responsible: Data clerk, Principal Date(s) / Timeframe: August 2024 Funding Sources: Payroll for data clerk - UNDISTRIBUTED (199 PIC 99) - 199-23-6127-XXX-103-99-313-000000- - \$600	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Ensure accurate record keeping by shredding materials that are past the 7 years required to maintain. Intended Audience: data clerk Provider / Presenter / Person Responsible: data clerk Date(s) / Timeframe: Aug - Dec Funding Sources: Shredding service - UNDISTRIBUTED (199 PIC 99) - 199-23-6299-XXX-103-99-313-000000- - \$200	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Hold a family Academic Night to include parents in the educational process of their students

Strategy's Expected Result/Impact: parents will increase engagement in school activities

Staff Responsible for Monitoring: principal and AP

Title I:

2.5, 4.2





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Perceptions 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Hire Fort Worth Museum of Science and History to come to the campus and provide interactive sessions with families.</p> <p>Intended Audience: Parents and students</p> <p>Provider / Presenter / Person Responsible: Museum</p> <p>Date(s) / Timeframe: October 22, 2024</p> <p>Funding Sources: Funds to pay contract - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-103-30-510-000000-25F10 - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: The number of daily tardy arrivals ranges from 10-35, however ever when incentives are offered it decreased to less than 10 per day. Root Cause: The campus does not offer a consistent tardy incentive.</p> <p>Problem Statement 3: Communication at the beginning of the year does not inform parents of requirements that must be met. (attendance, dress code, grade requirements, ect)</p> <p>Root Cause: Campus had not provided clear communication early in the school year, rather as a reaction to circumstances.</p>

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

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

Performance Objective 2: Decrease the number of out of school suspensions for African American students from 1 to 0 by May 2025.

Strategy 1: Provide restorative practice circles in the classrooms to address behaviors that lead to suspensions.

Strategy's Expected Result/Impact: Campus will continue to have low suspension numbers.

Staff Responsible for Monitoring: AP

Title I:

2.5





- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Action Step 1 Details	Reviews			
Action Step 1: Provide overview of circle expectations to staff. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor Date(s) / Timeframe: August 2024	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Provide a welcoming, safe cafeteria where students can enjoy their break from the instructional day.

Strategy's Expected Result/Impact: Students will have a positive lunch environment created by a consistent Lunch Monitor.

Staff Responsible for Monitoring: Assistant Principal

Title I:

2.5





- TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Hire lunch monitor Intended Audience: Students Provider / Presenter / Person Responsible: Assistant Principal Date(s) / Timeframe: August 2024 - May 2025 Funding Sources: Payroll for cafeteria Monitor - UNDISTRIBUTED (199 PIC 99) - 199-35-6127-XXX-103-99-313-000000- - \$2,000	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Students will receive bi-weekly counseling lessons.

Strategy's Expected Result/Impact: Students will have positive peer interactions by learning to to self regulate, problem solve and resolve conflict.

Staff Responsible for Monitoring: Counselor

Title I:

2.5





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Counselor will attend Annual Conference for Elementary School Counselors to learn and apply most up to date research in SEL.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Counselor</p> <p>Date(s) / Timeframe: September 24 - April 2025</p> <p>Funding Sources: travel for counselor - BASIC (199 PIC 11) - 199-11-6411-XXX-103-11-313-000000- - \$175, Supplies for counselor - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-103-99-313-000000- - \$25</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Emergent Bilingual students are performing below their peers. Root Cause: The EB population is growing at Benbrook and instructional plans have not been developed to meet the students specific learning needs.</p>
<p>Problem Statement 2: Special Education students are performing well below their peers. Root Cause: Lack of instructional alignment between the general education classroom and the resource instruction.</p>
<p>Problem Statement 3: From 2022-2023 Meets and Masters across all tested subjects has declined. Root Cause: Campus instructional focus has been on growth not high achievement.</p>
Perceptions
<p>Problem Statement 3: Communication at the beginning of the year does not inform parents of requirements that must be met. (attendance, dress code, grade requirements, ect) Root Cause: Campus had not provided clear communication early in the school year, rather as a reaction to circumstances.</p>

Site Based Decision Making Committee

Committee Role	Name	Position
Paraprofessional	Patricia Melcher	Secretary
Business Representative	Andrea Arabia	Business representative
Parent	Shelby Young	Parent
Parent	Holly Schick	Parent
Parent	Laura Mackey	Parent
Non-Classroom Professional Staff	Annette Nichols	Instructional Coach
Classroom Teacher	Lainie Horton	Teacher
Classroom Teacher	Mattie Lee	Teacher
Classroom Teacher	Amanda Libby	teacher
Administrator	Samantha Gonzalez	Principal
Administrator	MCCall Sanderson	Assistant Principal

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Substitutes for testing	Subs for supplemental instruction	211-11-6112-04E-103-30-510-000000-25F10	\$3,750.00
1	2	2	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-25F10	\$1,267.00
1	2	3	1	Tutor	Tutors without degree	211-11-6127-04E-103-30-510-000000-25F10	\$2,300.00
1	3	1	1	Substitute teachers for classrooms while teachers review data	Subs for professional development	211-11-6112-0PD-103-30-510-000000-25F10	\$3,012.20
1	3	1	2	Instructional Materials	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-25F10	\$2,000.00
1	3	2	1	New Library Books	Reading materials for library use	211-12-6329-04E-103-30-510-000000-25F10	\$1,000.00
1	3	2	2	Registration and Travel	Travel for Librarian (PD)	211-12-6411-04E-103-30-510-000000-25F10	\$2,000.00
2	2	1	1	Substitutes for testing	Subs for supplemental instruction	211-11-6112-04E-103-30-510-000000-25F10	\$3,750.00
2	3	1	1	Instructional Materials	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-25F10	\$2,000.00
3	1	1	1	TEKS based materials	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-25F10	\$5,000.00
3	2	1	1	TEKS based materials	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-25F10	\$6,500.00
Sub-Total							\$32,579.20
Budgeted Fund Source Amount							\$33,379.20
+/- Difference							\$800.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1	Paper and colored ink	Supplies and materials for parental involvement	211-61-6399-04L-103-30-510-000000-25F10	\$1,368.00

FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	2	1	Funds to pay contract	Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-103-30-510-000000-25F10	\$800.00
Sub-Total							\$2,168.00
Budgeted Fund Source Amount							\$1,368.00
+/- Difference							-\$800.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Instructional Materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-103-11-313-000000-	\$1,485.00
1	3	2	3	AR Liscense	INSTRUCTION MISC CONTRACTED SERVICES	199-11-6299-XXX-103-11-313-000000-	\$3,900.00
1	3	2	4	payroll for long term subs	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-103-11-313-000000-	\$600.00
2	3	1	1	Instructional Materials	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-103-11-313-000000-	\$3,060.00
4	2	3	1	travel for counselor	INSTRUCTION TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-103-11-313-000000-	\$175.00
Sub-Total							\$9,220.00
Budgeted Fund Source Amount							\$9,220.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	1	Instructional supplies and materials	GENERAL SUPPLIES		\$722.00
Sub-Total							\$722.00
Budgeted Fund Source Amount							\$722.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1	Materials for sanitary enviornment	INSTRUCTIONAL MATERIALS		\$1,200.00
1	2	1	2	Furniture for SPED students	FURN&EQUIP < \$5000		\$1,000.00
2	2	2	2	Instructional Materials	GENERAL SUPPLIES		\$1,023.00
2	2	2	3	Food Incentives as determined by student IEPs	MISC OPERATING COSTS		\$1,000.00
Sub-Total							\$4,223.00
Budgeted Fund Source Amount							\$4,223.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Instructional Materials	Supplies and materials for instructional use	199-11-6399-001-103-24-313-000000-	\$1,000.00
1	3	1	2	Instructional Materials	Supplies and materials for instructional use	199-11-6399-001-103-24-313-000000-	\$1,000.00
2	3	1	1	Instructional Materials	Supplies and materials for instructional use	199-11-6399-001-103-24-313-000000-	\$1,090.00
Sub-Total							\$3,090.00
Budgeted Fund Source Amount							\$3,090.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Instructional materials	Supplies and materials - instruction	199-11-6399-001-103-25-313-000000	\$233.00
Sub-Total							\$233.00
Budgeted Fund Source Amount							\$233.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Food Items, snacks	SCHOOL LEADERSHIP MISC OPERATING COSTS	199-23-6499-XXX-103-99-313-000000-	\$500.00
1	3	2	1	New Library books	INSTRCTNL RES/MED SVCS OTHER READING MATERIALS	199-12-6329-XXX-103-99-313-000000-	\$3,000.00
2	2	2	1	Subs for teachers to attend PLC meetings	SCHOOL LEADERSHIP SUBS - PROFESSIONAL	199-23-6112-XXX-103-99-313-000000-	\$3,400.00
2	2	2	4	Snacks for teachers	STAFF DEVELOPMENT MISC OPERATING COSTS	199-13-6499-XXX-103-99-313-000000-	\$500.00
4	1	1	1	paper, folders, ink other materials	COMMUNITY SERVICES GENERAL SUPPLIES	199-61-6399-XXX-103-99-313-000000-	\$1,075.00
4	1	1	2	Payroll for data clerk	SCHOOL LEADERSHIP NON-CONTRACT - SUPPORT	199-23-6127-XXX-103-99-313-000000-	\$600.00
4	1	1	3	Shredding service	SCHOOL LEADERSHIP MISC CONTRACTED SERVICES	199-23-6299-XXX-103-99-313-000000-	\$200.00
4	2	2	1	Payroll for cafeteria Monitor	FOOD SERVICE NON-CONTRACT - SUPPORT	199-35-6127-XXX-103-99-313-000000-	\$2,000.00
4	2	3	1	Supplies for counselor	GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-103-99-313-000000-	\$25.00
Sub-Total							\$11,300.00
Budgeted Fund Source Amount							\$11,300.00
+/- Difference							\$0.00
Grand Total Budgeted							\$63,535.20
Grand Total Spent							\$63,535.20
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024