

# San Benito Consolidated Independent School District



## Fred Booth Elementary School

## 2025-2026 Campus Improvement Plan

# Mission Statement

Fred Booth Elementary School will promote educational excellence and provide a quality education that encourages students to be confident, knowledgeable, responsible, and college, career, and workforce ready.

# Vision

The vision of Fred Booth Elementary is to be a high-achieving school and to set students on the path to the university.

# Value Statement

*Fred Booth Elementary is committed to the education and well being of every student. We have identified the following traits to guide our policies, procedures, programs, instructional material, technology, priority, and day-to-day decisions. We will honor, advance, and protect these traits.*

We will **B**believe in ourselves.

We will be **O**rganized & Prepared.

We will **B**uild our knowledge.

We will be **C**reative & Problem Solvers.

We will **A**chieve GREATNESS!

We will **T**read others with respect.

We will **S**ucceed!

# Table of Contents

<b>Comprehensive Needs Assessment</b>	5
Demographics	6
Student Learning	10
School Processes & Programs	13
Perceptions	25
<b>Priority Problem Statements</b>	29
<b>Data Documentation for CNA</b>	33
Improvement Planning Data	34
Accountability Data	34
Student Data: Assessments	34
Student Data: Student Groups	35
Student Data: Behavior and Other Indicators	35
Employee Data	36
Parent/Community Data	36
Support Systems and Other Data	36
<b>Goals</b>	37
Goal 1 : SBCISD will ensure academic excellence by providing innovative, high-qual...	38
Goal 2 : SBCISD will build a high-performing, compliant, and supportive workforce.	41
Goal 3 : SBCISD will improve public relations, communications, and community eng...	43
Goal 4 : SBCISD will implement transparent and efficient business and finance pro...	44
<b>Title I Summary</b>	45
Title I Personnel	46
<b>Committees</b>	47
School Culture & Climate and Family & Community Involvement Committee	48
Members	48
PBIS Committee	48
Members	48
Attendance Review Committee	49
Members	49
Student Achievement and Curriculum & Instruction and Assessment Committee	49
Members	49
2023-2024 Needs Assessment Team	50
Members	50



# Comprehensive Needs Assessment

# Demographics

## Summary

Fred Booth Global Leadership Academy is located in San Benito, Texas - the Resaca City. It is one of 4 Academy schools within the San Benito CISD. Fred Booth Global Leadership Academy is a diverse Title I campus with the 3rd highest enrollment in the district serving approximately 500 from Pre-Kinder 3-year-old Program thru 5th grade. The teachers and staff strive to provide a well-rounded education that includes high expectations in academic, extracurricular activities with an emphasis on leadership skills. A variety of programs are provided with opportunities to build character and leadership skills including a Drum Line, Dance Team, Soccer, Zumba, Maker Space, Battle of the Blue Bonnet, Special Olympics, Spelling Bee, College Go Center Activities, Principal's Cabinet, Yearbook, Chess and more. Fred Booth promotes a campus culture where both staff and students alike exemplify the core values of dedication, respect, collaboration, accountability, stewardship, and honesty. Together all stakeholders are accountable for ensuring excellence is achieved in all academic and extra-curricular programs.

Fred Booth Global Leadership Academy consists of a total of 57 total staff members as follows: 1 Principal, 1 Assistant Principals, 1 Counselor, 1 School Nurse, 1 RTI Teacher, 1 Librarian and 1 Fine Arts Teacher, 1 P. E. Coach with 1 Assistant Coach, 3 Pre-K 3 Teachers with 3 Assistant, 3 Pre-K 4 Teachers with 3 Assistants, 3 Kinder Teachers with 3 Assistants, 3 1st Grade Teachers, 3 2nd Grade Teachers, 3 3rd Grade Teachers, 3 4th Grade Teachers, 3 5th Grade Teachers, 1 Resource Teacher with 1 Assistant, 1 ACU Teacher with 2 Assistants, 1 ECSE Teacher with 2 assistants, 1 PEIMS Clerk, 1 Campus Secretary, 4 Custodians, 4 Cafeteria Personnel, 1 school resource officer & 1 Parent Specialist. Fred Booth Global Leadership Academy is also home to District Special education Specialists, ie. Educational Diagnostician, Speech Language Pathologist, Speech Language Pathology Assistant, and Provider of Dyslexia Instruction.

Based on 2020-2021 TAPR Report:

Economically Disadvantaged - **96.4%**

English Language Learners - **29.5%**

Special Education - **14.8%**

Hispanicc - **99.2%**

White - **0.4%**

**Mobility Rate (2020-2021) - 12.1%**

Gifted & Talented -6 students **1.3%**

Migrant - **14 students 3.0%**

504 Program - 8 **students 1.7%**

SPED - 70 **students 14.8%**

Bilingual Program - **140 students 29.5%**

At risk - **352 students 74.3%**

GT Certified Staff - 15 **Teachers**

Bilingual Certified Staff - **16 Teachers**

School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																	

**Fred Booth Elementary School** Campus #

Generated by Plan4Learning.com, June 01, 2026 at 01:34 PM

<b>All Grades All Subjects</b>																
At Approaches Grade Level or Above	2021	67%	49%	<b>38%</b>	40%	40%	-	-	-	-	-	-	19%	37%	36%	67%
	2019	78%	73%	<b>67%</b>	73%	76%	0%	-	-	-	-	-	54%	-	69%	-
At Meets Grade Level or Above	2021	41%	23%	<b>15%</b>	11%	11%	-	-	-	-	-	-	3%	16%	9%	44%
	2019	50%	41%	<b>37%</b>	32%	34%	0%	-	-	-	-	-	29%	-	31%	-
At Masters Grade Level	2021	18%	7%	<b>6%</b>	1%	1%	-	-	-	-	-	-	0%	7%	1%	28%
	2019	24%	16%	<b>18%</b>	17%	18%	0%	-	-	-	-	-	6%	-	15%	-
<b>All Grades ELA/Reading</b>																
At Approaches Grade Level or Above	2021	68%	55%	<b>48%</b>	52%	52%	-	-	-	-	-	-	27%	47%	48%	83%
	2019	75%	67%	<b>62%</b>	63%	65%	*	-	-	-	-	-	38%	-	57%	-
At Meets Grade Level or Above	2021	45%	29%	<b>21%</b>	15%	15%	-	-	-	-	-	-	9%	23%	14%	50%
	2019	48%	38%	<b>30%</b>	23%	24%	*	-	-	-	-	-	15%	-	21%	-
At Masters Grade Level	2021	18%	9%	<b>9%</b>	2%	2%	-	-	-	-	-	-	0%	12%	2%	33%
	2019	21%	13%	<b>16%</b>	13%	13%	*	-	-	-	-	-	0%	-	10%	-
<b>All Grades Mathematics</b>																
At Approaches Grade Level or Above	2021	66%	40%	<b>31%</b>	33%	33%	-	-	-	-	-	-	9%	30%	29%	83%
	2019	82%	80%	<b>75%</b>	88%	91%	*	-	-	-	-	-	62%	-	82%	-
At Meets Grade Level or Above	2021	37%	14%	<b>13%</b>	12%	12%	-	-	-	-	-	-	0%	12%	10%	50%
	2019	52%	46%	<b>47%</b>	52%	54%	*	-	-	-	-	-	38%	-	49%	-
At Masters Grade Level	2021	18%	4%	<b>4%</b>	2%	2%	-	-	-	-	-	-	0%	4%	2%	17%
	2019	26%	20%	<b>27%</b>	31%	33%	*	-	-	-	-	-	15%	-	28%	-
<b>All Grades Writing</b>																
At Approaches Grade Level or Above	2021	58%	50%	<b>19%</b>	24%	24%	-	-	-	-	-	-	33%	13%	26%	*
	2019	68%	68%	<b>58%</b>	65%	68%	*	-	-	-	-	-	*	-	68%	-
At Meets Grade Level or Above	2021	30%	19%	<b>4%</b>	0%	0%	-	-	-	-	-	-	0%	3%	0%	*
	2019	38%	34%	<b>20%</b>	5%	5%	*	-	-	-	-	-	*	-	14%	-
At Masters Grade Level	2021	9%	3%	<b>2%</b>	0%	0%	-	-	-	-	-	-	0%	0%	0%	*
	2019	14%	11%	<b>4%</b>	0%	0%	*	-	-	-	-	-	*	-	0%	-
<b>All Grades Science</b>																
At Approaches Grade Level or Above	2021	71%	51%	<b>42%</b>	39%	39%	-	-	-	-	-	-	*	46%	33%	*
	2019	81%	78%	<b>67%</b>	67%	73%	*	-	-	-	-	-	57%	-	63%	-
At Meets Grade Level or Above	2021	44%	21%	<b>14%</b>	6%	6%	-	-	-	-	-	-	*	17%	5%	*
	2019	54%	45%	<b>46%</b>	33%	36%	*	-	-	-	-	-	14%	-	26%	-
At Masters Grade Level	2021	20%	5%	<b>5%</b>	0%	0%	-	-	-	-	-	-	*	5%	0%	*
	2019	25%	18%	<b>16%</b>	8%	9%	*	-	-	-	-	-	0%	-	5%	-

### 2022-2023 Campus Goals

**70%** in 3<sup>rd</sup> – 5<sup>th</sup> Grade Will Approach Standard in STAAR Reading

**40%** in 3<sup>rd</sup> - 5<sup>th</sup> Grade Will Meets Standard in STAAR Reading

**20%** in 3<sup>rd</sup> - 5<sup>th</sup> Grade Will Master Standard in STAAR Reading

**70%** in 3<sup>rd</sup> – 5<sup>th</sup> Grade Will Approach Standard in STAAR Math

**40%** in 3<sup>rd</sup> - 5<sup>th</sup> Grade Will Meets Standard in STAAR Math

**20%** in 3<sup>rd</sup> - 5<sup>th</sup> Grade Will Master Standard in STAAR Math

**70%** in 5<sup>th</sup> Grade Will Approach Standard in STAAR Science

**40%** in 3<sup>rd</sup> - 5<sup>th</sup> Grade Will Meets Standard in STAAR Science

**20%** in 5<sup>th</sup> Grade Will Master Standard in STAAR Science

**6 of 6** Distinctions will be earned

The SBCISD Human Resource Department focuses on recruiting and hiring qualified staff. SBCISD has a formal mentoring program for all teaching staff new to the district as well as ongoing support during their first year. Fred Booth follows the SBCISD hiring process to ensure every child is being taught by a highly qualified teacher. All teachers and teacher assistants at Fred Booth are certified. Fred Booth also provides mentors to all new teachers. We have 2 certified SPED teachers; 16 certified Bilingual teachers; 15 teachers are GT certified (the goal is to have all teacher GT certified by the year 2022); and, all administrators are certified. Campus administrators re-certify for T-TESS & T-PSS annually and teachers receive T-TESS training annually. All professional staff are required to complete yearly goals and monitor their progress. District, Regional, and Campus Training Sessions are scheduled to assist with professional growth. Professional Learning Community meetings are held weekly to assist teachers in analyzing student data and planning for instruction.

# Strengths

The strengths at Fred Booth Elementary consist of:

1. Full day program for Pre-K3 and Pre-K4
2. Partnership with Headstart for students that qualify
3. After-School Program that services students in Kinder-5th grade from 3:30 to 5:30
4. Food and Nutrition Program
5. Strong Parental Involvement Program
6. Student Leadership Team (Student Council) and (National Honor Society)
7. Counseling Program
8. Fine Arts Program
9. CKH
10. Dance Team
11. Chess Program
12. Soccer

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students in special programs have not been able to master state assessments.	Lack of aligned curriculum programs for special populations.
2 ★	Student attendance does not meet 97% state standard.	Family Culture and Awareness.
3 ★	Students in the RTI program don't show significant progress.	Lack of significant targeted interventions during TIER II & III Instructional time.

★ = Priority

# Student Learning

## Summary

### Grade-Level Proficiency in Math Over two Years:

- 4th grade math increased by 10 points
- 3rd and 5th decreased from 3-5 points

### Grade-Level Proficiency in Reading over two years:

- 4th and 5th grade reading increased.
- 3rd grade reading decreased in proficiency
- 

### Grade-Level Proficiency in Science over two years:

- 5th grade science 2024 63%
- 5th grade science 2025 67%

Over the past two years, we have observed a notable increase in grade-level proficiency in math for our 4th-grade students, with scores rising by 10 points. This improvement is a testament to the effective teaching strategies and targeted interventions implemented by our dedicated educators. However, it is important to address the decline in math proficiency for our 3rd and 5th graders, which saw a decrease ranging from 3 to 5 points. This indicates a need for a closer examination of our curriculum and instructional methods to better support these students and reverse this trend.

In reading, our 4th and 5th-grade students have shown commendable progress, with an increase in proficiency levels over the past two years. This positive outcome reflects the successful integration of literacy programs and the commitment of our teachers to fostering a love for reading. Conversely, our 3rd-grade reading proficiency has experienced a decline, highlighting an area that requires immediate attention and intervention to ensure that our students are meeting the expected literacy benchmarks.

Our 5th-grade students have demonstrated a steady improvement in science proficiency, with scores increasing from 63% in 2024 to 67% in 2025. This growth underscores the effectiveness of our science curriculum and the hands-on learning experiences that engage students in scientific inquiry. We are encouraged by this progress and remain committed to further enhancing our science education to continue this upward trajectory.

## Strengths

### Campus Strengths:

4th grade math is a strength  
4th grade reading significantly improved.  
5th grade science improved in the standard of approaches

Our 4th-grade math program has consistently demonstrated strong performance, reflecting the dedication of our teachers and the effectiveness of our curriculum. The students have shown remarkable proficiency in mathematical concepts, problem-solving skills, and critical thinking, which are essential for their academic growth and future success in more advanced studies.

In reading, our 4th-grade students have made significant strides, showcasing a marked improvement in their literacy skills. This progress is a testament to the targeted interventions and comprehensive reading strategies we have implemented, which have fostered a love for reading and enhanced comprehension abilities among our students.

Our 5th-grade science curriculum has seen notable improvements in the standard of approaches, indicating that our students are developing a solid foundation in scientific inquiry and understanding. This advancement highlights our commitment to providing a

robust science education that encourages curiosity, experimentation, and a deeper appreciation for the natural world.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student attendance does not meet 97% state standard.	Family Culture and Awareness.
2	Based on STAAR performance, 3rd and 5th grade math needs improvement based on two year comparison.	Insufficient intentional and strategic teacher check in's and processes in the area of reading.
3 ★	Based on STAAR performance data, 3rd grade reading needs significant support	Insufficient intentional and strategic teacher check in's and processes in the area of reading.

★ = Priority

# School Processes & Programs

## Summary

Fred Booth Elementary follows the TEKS Resource System. The YAG (specific skills and standards) is analyzed and adjusted for curriculum alignment and STAAR during PLCs, grade-level meetings, and vertical alignment meetings. In collaboration with campus administration, RTI Teacher, and Classroom Teachers, student assessment results, progress monitoring, and program usage is reviewed and analyzed. Curriculum, Instruction, and Assessment decisions are based on data collection. Data walls are posted so teachers can progress monitor each individual student. Lesson Plans are adjusted and modified to meet the needs of the students.

CPQs - Comprehensive Purpose Questions are planned for every lesson and must be documented in all lesson plans. Vocabulary development is a key component of every lesson and must be subject-specific. Subject-specific word walls are required to be displayed in every classroom. These word walls are consistently changing throughout the year depending on the lesson.

Fred Booth uses different types of assessment tools and ensures teachers are involved in the process. Authentic writing is also an intricate part of the instructional process which includes all teachers being required to submit writing samples for every child to campus administration bi-monthly. Hands-on instructional opportunities are encouraged to allow students to demonstrate their learning through performance, product development and individual and/or group presentations on a regular basis. Campus level disaggregation of data allows teachers to plot the progress of every child and identify their individual needs. Classroom schedules allow time for TIER II & III instruction.

Pre-Kinder CLI - Children Learning Institute / Circle Progress monitoring takes place at the beginning, middle, and end-of-year. The Pre-Kinder teachers are provided the OWL Program (Opening a World of Learning) to enhance Reading skills. Fred Booth partners with the Head Start Program for the Pre-K3-year-olds and use the Houghton Mifflin Harcourt Big Day Program.

The Fred Booth Resources are listed below by grade level and subject:

GRADE			MATH	SCIENCE	SOCIAL STUDIES
	<b>ALL GRADE LEVELS - TEKS Resource System, YAG, ELPS, TEKS, Internet, TEA, Teachers Pay Teachers, Learning Farm, STAAR Novel Sets</b>	<b>(Opening The World Of Learning) WRITING</b>			
<b>PRE-KINDER</b>	<b>Pre-K 3</b>				
<b>3 &amp; 4 Year Old Program</b>	Houghton Mifflin Harcourt Frog Street Big Day <b>Pre-K4</b> OWL Program, Circle IStation - ELs				

<b>KINDER</b>	Saxon Phonics Imagine Learning Flocabulary Teacher made vocabulary power pts	Thinking Maps 4-Square Brainpop	EnVision Flocabulary Learning Farm Teacher made Center Activities	Pearson Stemscope Epic, Brainpop Jr Flocabulary	Epic
<b>FIRST</b>	Phonics for Reading, Motivation Brainpop, Saxon Phonics/ Readers Comprendo / Imagine Learning, Storyworks Flocabulary	Pearson Brainpop Thinking Maps 4-Square	EnVision, Pearson, Flocabulary You Tube, Motivation, Mailbox, Brainpop Learning Farm	Pearson, Flocabulary Brainpop Stemscope Readworks,	Pearson Brainpop, Valley Morning Star
<b>SECOND</b>	Comprendo , Imagine Learning, Saxon Phonics, Flocabulary Storyworks, Learning Farm, Readworks	Thinking Maps 4-Square Brainpop	EnVision Flocabulary Motivation, Learning Farm, *RTI math Workbook	Pearson, Flocabulary Stemscope Readworks, Brainpop Valley Morning Star	Pearson C-Scope Readworks
<b>THIRD</b>	Brainpop / Istation / STAAR Ready, Think Central / Starfall, Imagine Learning Motivation, Forde Ferrier, Flocabulary Valley Morning Star, Learning Farm, Storyworks, Education.com, Target Reading, Countdown to Staar, Texas coach-Buckle up, Staar Warm-ups, *RTI Reading	Thinking Maps 4-Square Brainpop Lonestar	EnVision, Flocabulary Think Through Math, Brainpop, Lonestar Math, Texas Coach, Motivation, Countdown to Staar, Staar Master, *Lonestar Daily Rigor, *RTI Math Staar Ready *Grade 3 Math warm-up.com	Odyssey Brainpop Motivation, Flocabulary Pearson Stemscope You Tube	Brainpop Pearson Enchanted Learning.com
<b>FOURTH</b>	Flocabulary Brainpop, Istation, Think Central, Imagine Learning, Motivation, Valley Morning Star, Coach Jumpstart Plus, Storyworks, Countdown to Staar, Lonestar, *Buckle down, National Geographic Kids, Education galaxy, Staar Ready Practice Tests, Scholastic Novels *Reading Texas TEKS Edition Coach, **Education galaxy, Readworks.org	Thinking Maps 4-Square Brainpop, Staar Master Motivation, Countdown to Writing Staar, *Staar Write Writing, Education Galaxy, Dyna Notes, Staar Write Vocabulary, Brain Ninjas, STAAR Wars Writing task cards, May the 4's be with you, *Expository Revision Stations	EnVision, Brainpop *Ultimate STAAR Wkbk Motivation Math, Texas Coach, Lonestar Math, Staar Master, Countdown to Staar TEKSing towards Staar,, *STAAR Ready Test Practice, **RTI Math, **DynaNotes, **Learning Farm Flocabulary	Flocabulary Brainpop / Ignite Pearson / Motivation / Stemscope	Brainpop Ignite Pearson Scholastic, You Tube

<p><b>FIFTH</b></p>	<p>Flocabulary, Storyworks, Texas Coach, Buckle Down Texas</p> <p>Brainpop / Istation, Think Central,</p> <p>Imagine Learning, Motivation, Valley Morning Star, Class novels</p>	<p>Thinking Maps</p> <p>4-Square</p> <p>Brainpop</p>	<p>EnVision, Flocabulary, Brainpop, Lone Star Math, Texas Coach, *Step Up to TEKS, Countdown to Math STAAR, TEKSing to Staar, Learning Farm, TEKSing the TEKS, Countdown to Math, **Forde Ferrier RTI Math Books, **Step Up to the TEKS</p>	<p>Discovery Ed.</p> <p>Brainpop / Ignite</p> <p>Pearson</p> <p>Motivation</p> <p>Stemscope, Staar Master, Learning Farm, DynaNotes, Texas Science HedgeHog. Learning, Kahoot</p>	<p>Brainpop</p> <p>Pearson / Motivation</p> <p>Gateway to Science</p>
---------------------	--	--	---	---	---

STAAR Blueprints & Curriculum, Release Tests, TELPAS, Campus and District Benchmarks, STAAR Guide Question Bank, and Lead4ward are assessments resources analyzed for instructional lesson planning and interventions for all students.

Rtl Coordinating conferences are held at the end of every six weeks or as needed to identify interventions and strategies during the teacher's conference. This process takes 2 to 5 days to complete.

LPAC coordinating conferences take place every six weeks.

SPED coordinating conferences take place every six weeks.

After school tutorials begin after the first six weeks and continue up to the week before STAAR for each grade level in third through 5th grade. Kinder through 2nd grade after school tutorials begin after the first six weeks till the end of the fourth six weeks. Saturday tutorials are held the first and second semesters and up until the STAAR administration.

The SBCISD Human Resource Department focuses on recruiting and hiring qualified staff. SBCISD has a formal mentoring program for all teaching staff new to the district as well as ongoing support during their first year. Fred Booth follows the SBCISD hiring process to ensure every child is being taught by a highly qualified teacher. All teachers and teacher assistants at Fred Booth are certified. Fred Booth also provides mentors to all new teachers. We have 2 certified SPED teachers; 20 certified Bilingual teachers; Most teachers, except teachers new to the campus are GT certified (the goal is to have all teachers GT certified by the end of their first year on campus); and, all administrators are certified. Campus administrators re-certify for T-TESS & T-PESS annually and teachers receive T-TESS training annually. All professional staff are required to complete yearly goals and monitor their progress. District, Regional, and Campus Training Sessions are scheduled to assist with professional growth. Professional Learning Community meetings are held bi-monthly to assist teachers with analyzing student data and planning for instruction.

Fred Booth Elementary begins instruction at 7:45 and dismisses classes at 3:15. Teachers sign in at 7:15 and are dismissed at 3:45, 45 minutes of conference time is allotted to all teachers daily. PLC's will be conducted on specific days for the individual grade level and once a month after school for vertical alignment. PLCs are a collaborative effort with all staff and will consist of planning, data analysis, and vertical alignment sessions. Reading and Math blocks are designed to

be 90 minutes, and the time and treatment for the Bilingual students are followed in grades K-5. Counseling and library classes will be provided every other week in the master schedule for all students in grades Pre-K - 5th grade. Students attend PE classes 3 times a week, library and fine arts once a week. A duty schedule is provided for all staff. All kinder & PE teacher assistants are provided a schedule to report to 1st - 5th-grade classes during teacher conferences to assist with small group at-risk students.

At Fred Booth Elementary our aim is to provide a premier education for all students, through a positive and safe learning environment, so that our students are academically and socially prepared to undertake any endeavor. Our students set short-term and long-term goals and are given opportunities to research future educational opportunities and careers. Students are assessed in every grade level with campus and district benchmarks and other assessment tools to monitor student progress. In collaboration with all faculty & staff, Fred Booth has set grade-level goals as follows:

## **PRE-KINDER GOALS**

### **I WILL....**

- **engage in pre-reading and reading.**
- **use auditory skills to understand the sounds of spoken language.**
- **recognize my Alphabet and sounds.**
- **count from 1 to 100.**
- **write my name.**
- **respect personal boundaries.**
- **follow rules and take care of classroom materials.**

## **KINDER GOALS**

### **I WILL....**

- **write in complete sentences.**
- **retell a story from beginning to end.**
- **read fluently.**
- **know my Fry words.**
- **count to 100 by 1's, 5's, 10's, & 20's.**
- **know how to add & subtract numbers.**
- **know and understand how to follow school rules.**

## **1<sup>ST</sup> GRADE GOALS**

### **I WILL...**

- **know and use decoding skills.**
- **be reading at or above grade level.**
- **be able to write short stories with correct sentence structure.**
- **know how to add & subtract numbers.**
- **know my fractions.**

- know how to tell time.
- know & recognize money.

## 2<sup>ND</sup> GRADE GOALS

### I WILL...

- read at or above grade level.
- be able to summarize a story.
- be able to revise, edit, & write short stories.
- learn how to write in cursive.
- know how to add & subtract 2 and 3 digit numbers.
- Know my multiplication facts to 12.
- Know how to solve a two-step word problem.
- Know the value of coins and currency.
- Know and understand the Scientific Method.

## 3<sup>RD</sup> GRADE GOALS

### I WILL...

- apply phonics & structural analysis to decode words.
- read fluently at or above grade level & monitor my comprehension.
- infer using text evidence & schema.
- be able to identify common themes between two texts across genres.
- compose a variety of sentences using appropriate grammar and capitalization.
- be able to compose an expository passage.
- know how to add & subtract three-digit numbers.
- know how to compose, decompose, & compare fractions.
- know my multiplication & division facts up to 12.
- classify different forms of matter.

## 4<sup>TH</sup> GRADE GOALS

### I WILL...

- be able to revise & edit text.
- write an expository passage.
- infer using text evidence & schema.
- read fluently at or above grade level & monitor my comprehension.
- form connections between two novels.
- add and subtract whole numbers & decimals.
- decompose fractions into a sum of fractions with the same denominator.
- determine the product of a two-digit by two-digit number & a one-digit by up to a four-digit number.
- know and understand Science terminology.
- know and understand Earth and Physical Science.

## 5<sup>TH</sup> GRADE GOALS

### I WILL...

- **read fluently at or above grade level & monitor my comprehension.**
- **infer using text evidence & schema.**
- **read an assigned novel & complete a book project.**
- **be able to add, subtract, multiply, and divide whole numbers and decimals.**
- **be able to calculate conversions (customary & metric).**
- **be able to understand and use strategies involving word problems.**
- **know and understand Science terminology.**
- **know and understand Earth, Physical, & Life Science.**

All teachers are required to keep their **LIFE Binders** (*Leading Instruction For Excellence*) up to date with current student data ensuring that when a student is struggling with mastering the TEKS, every effort is made to intervene on behalf of the child. Instructional interventions, resources, and strategies are reviewed and analyzed for effectiveness and purpose. Technological resources are also a key factor in ensuring students receive the highest quality instruction. Each classroom, including Fine Arts, PE, Library, Counselor's Classroom, and SPED will have updated laptops and/or desktops by the end of the 2021-2022 school year. The plan is for all classrooms to receive new projectors, document cameras and four student computers. All data is reviewed for students in special programs and individual education plans are strictly followed. Instructional time is protected, to include TIER II & III. PLCs are scheduled weekly by grade level from Pre-K through 5th grade and vertical alignment teams for Reading/Writing, Math/Science will be conducted once a month after school. Besides PLC time, teachers have a 45 minute planning period where they meet with parents, plan for instruction, review data, grade, RTI and attend professional development. Students and staff have developed a culture manual and abide by a 5-Step Discipline Management Campus Plan. Faculty meetings are held twice a month and/or as needed to review policies, procedures and campus and district initiatives.

Social Media will be a norm at Fred Booth. Teachers will be required to use ClassDojo and our facebook page and website are kept up to date with current events and activities. The SchoolMessenger Program is used to send messages to the parents and staff and our Marquee promotes school projects, special events, and announces campus, teacher, and student accomplishments. Monthly safety drills are conducted (Fire Drills, Emergency Code Drills).

Fred Booth Elementary knows that technology has a positive impact in the education process. Technology occupies an important place in our students' lives. When students are not in school, just about everything that they do is connected in some way to technology. By integrating technology into the classroom, teachers change the way they used to teach and provide students with the tools that will enhance their learning in the 21<sup>st</sup> century. At Fred Booth Elementary teachers will have access to the CLASSKICK program which will allow them to test as they monitor the classroom. The goal is for every classroom to have four desktop student computers so teachers can have the opportunity to rotate student groups to utilize computer programs like ACCELERATED READER PROGRAM for all students to assist with Reading comprehension and fluency and Imagine Learning for the LEP students to assist them with Language Acquisition. This type of technology in the classrooms will assist teachers to teach all other campus and district-based technological instructional programs. Students have more opportunities to conduct research and develop projects and hands-on activities.

Technology changes by the minute, and as educators we need to keep up with the times in order to best prepare our students for this ever-changing world that we live in. Using technology in the classroom will help prepare students for the digital future. Students prefer technology because they believe that it makes learning more interesting and fun. They especially like laptops and tablets. Fred Booth Elementary has COWs (Computers on Wheels) for every grade level. The goal is for every child to receive a Kindle or iPad so they can have more opportunities to participate in

computer-based programs. One district initiative is to ensure that an Epson Projector is installed and provided for every teacher on campus. It has brought a level of technological interest to Fred Booth Elementary that is leading us to make every effort to insure every child is exposed to the technological future. Subjects that students deem challenging or boring can become more interesting with virtual lessons or through a video. Students can learn according to their abilities and needs. This form of teaching is also great for the teachers because it gives every teacher the time to work individually with students who may be struggling.

These are some reasons Fred Booth Elementary will be implementing technology in the classroom:

- 1)** If used correctly, technology will help prepare students for their future careers, which will inevitably include the use of wireless technology.
- 2)** Integrating technology into the classroom is definitely a great way to reach diversity in learning styles.
- 3)** It gives students the chance to interact with their classmates more by encouraging collaboration.
- 4)** Technology helps the teachers prepare students for the real-world environment.
- 5)** Integrating technology in education everyday helps students stay engaged.
- 6)** With technology, the classroom is a happier place. Students are excited about being able to use technology and therefore are more apt to learn.
- 7)** When mobile technology is readily available in the classroom, students are able to access the most up-to-date information quicker and easier than ever before.
- 8)** With technology in the classroom the teacher becomes the encourager, adviser, and coach.
- 9)** Students become more responsible. Technology helps students take more control over their own learning. They learn how to make their own decisions and actually think for themselves.

## Strengths

- Professional Learning Communities (PLCs)
- Master Schedule
- Duty Schedule
- Computer Lab Schedule
- Classroom Schedules
- DATA Walls
- Campus and District Assessments and Benchmarks
- Faculty and Culture Campus Manuals

- 5-Step Discipline Management Plan
- Safety Drills
- Campus Facebook Page
- Campus Website
- After School Program

# Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Not all campus staff are able to participate in computer based programs.	Teachers do not have access to resources due to technology issues and scheduled trainings.
2 ★	Not all campus teachers are proficient in the use of ClassDojo to communicate with parents.	Some teachers do not understand how to use ClassDojo, nor want to take an initiative to learn.
3 ★	Differentiation and learning scaffolds are not addressed throughout the school.	Lack of professional development in differentiation and learning scaffolds.
4 ★	Teachers are not proficient in the use of Supplemental Resources for ELs such as Summit k-12.	Lack of a designated EL instructional program.
5 ★	Supplemental Resources for SPED students are insufficient.	Lack of a designated program or designated instructional material to assist SPED students in Reading, Writing, Math & Science.

6  
★

Not all teachers attend required and needed professional development as per their assigned duty.

Professional development opportunities are not scheduled and provided in a timely manner.

7  
★

Not all campus administrators attend required professional development trainings.

Professional development trainings are offered during during instructional time and/or are offered when administrators must remain on campus.

8  
★

Highly qualified teachers may not be available for hire.

Sometimes openings occur beginning of the year or late in the year.

9  
★

School safety is a top priority, however not all entrances and exits are monitored 100% of the time.

Campus staffing is based on district staffing guidelines and may not always meet our growing needs.

10  
★

All stake holders may not know how to follow the chain of command.

Organizational Chart is not posted.

11  
★

Students in special programs have not been able to master state assessments.

Lack of aligned curriculum programs for special populations.

12



Students in the RTI program don't show significant progress.

Lack of significant targeted interventions during TIER II & III Instructional time.

 = Priority

# Perceptions

## Summary

Fred Booth Elementary, in collaboration with parents and community, will provide an exemplary education for all students in a disciplined, dynamic, and nurturing environment to maximize success for every student.

We believe that teachers, counselors, students, parents, administrators, staff, and other members of the Fred Booth family will form a team effort to educate every child and help them become a productive member of our society.

In order to build partnerships, the Fred Booth Elementary Staff and parents of students participating in programs funded by Title I agree that the responsibilities and duties of both school and parent to improve the academic achievement of all students is crucial to their development and success.

SCHOOL	PARENT / GUARDIAN
<ul style="list-style-type: none"><li>• Will provide a high quality curriculum and instructional program that enables students to meet the State's academic achievement standards</li><li>• Will collaborate with parents and community to ensure each child experiences optimal social, emotional, academic, and physical success through a challenging and progressive child-centered educational program</li><li>• Will hold parent conferences and contact parents by phone on a regular basis regarding the progress of their child (home visits whenever possible)</li><li>• Provide parents with progress reports (every 3rd and 6th week grading period)</li><li>• Will provide opportunities for parents to volunteer and/or participate in school sponsored activities</li><li>• Will keep parents informed of special activities through campus website, flyer's, phone messages, ClassDojo, media, etc.</li></ul>	<ul style="list-style-type: none"><li>• Assert my child comes to school every day prepared, rested, healthy, and ready to learn</li><li>• Encourage my child to put a high priority on education (attend all scheduled tutorials, etc.)</li><li>• Ensure my child completes all assignments and special projects (homework, make-up work, etc.)</li><li>• Become familiar with my child's activities and academic programs</li><li>• Become a school volunteer</li><li>• Monitor my child's academic progress and contact teachers as needed</li><li>• Attend all scheduled conferences</li><li>• Assert my child reads every day</li><li>• Participate in campus parent organizations (CIT, PTO, GT, Parent Center, and or other advisory or policy groups)</li><li>• Ensure I read all notices from school and respond as needed</li><li>• Ensure I keep my contact information up to date with the school (address, phone number, emergency contact information, etc.)</li></ul>

Fred Booth Elementary is committed to the education and well being of every student. We have identified the following traits to guide our policies, procedures, programs, instructional material, technology, priority, and day-to-day decisions. We will honor, advance, and protect these traits.

We will **B**believe in ourselves.

We will be **O**rganized & Prepared.

We will **B**uild our knowledge.

We will be **C**reative & Problem Solvers.

We will **A**chieve GREATNESS!

We will **T**read others with respect.

We will **S**ucceed!

Fred Booth faculty and staff dedicated to meeting the needs of all students. PLCs are held daily by grade level and vertical alignment meetings are held once a month to review and analyze student data to plan for their instructional needs. Teachers are available to meet with parents during conference and before or after school. The school counselor has a mentorship program, provides private counseling sessions with students and parents (Counselor Care Box), and will be been trained on restorative discipline which will be fully implemented in 2018-19. The school promotes community involvement and leadership activities and programs like the Fall Fair, Blood Drives, Career Fair, College Days, College & Career Go-Center, parental involvement, MOMS & DADS Organization, Principal's Cabinet, Veteran's Day Program, Homecoming and Christmas Parades, etc. The Fred Booth ASP (After School Program) builds the campus culture by providing tutoring, Chess, Dance, Art, Band, and many other opportunities for students and parents to be involved in extra-curricular activities. It takes a community to raise a child and the Fred Booth community takes pride in ensuring all stakeholders are involved with every child that walks through our doors.

<b>Positive</b>	<ul style="list-style-type: none"> <li>• <b>Evidence-Based Practices</b></li> <li>• <b>Environment - Culture</b></li> <li>• <b>Engagement - Evaluate</b></li> </ul>
<b>Behavioral</b>	<ul style="list-style-type: none"> <li>• <b>Solving Problems</b></li> <li>• <b>Expectations, Rules, &amp; Consequences</b></li> <li>• <b>Continuum of evidence-based academic &amp; behavioral supports</b></li> </ul>
<b>Interventions</b>	<ul style="list-style-type: none"> <li>• <b>Academic &amp; Behavioral Achievement - <u>GOALS</u></b></li> <li>• <b>DATA &amp; Decision Making</b></li> <li>• <b>Teach and Reinforce / RTI / Differentiation</b></li> <li>• <b>Screen &amp; Monitor Student Performance &amp; Progress</b></li> </ul>
<b>Supports</b>	<ul style="list-style-type: none"> <li>• <b>Campus &amp; Classroom Systems &amp; Structure</b></li> <li>• <b>Supporting Social Competence</b></li> <li>• <b>Home &amp; School Communication</b></li> <li>• <b>Incentives – Resources - Documentation</b></li> </ul>

We have also developed a School Crest noted below which states that Fred Booth Elementary is dedicated to ensure students are engaged, empowered and educated to their fullest potential.

## Strengths

### Culture, Climate, Values, and Belief

Fred Booth has developed a Culture Handbook which includes the "RAK" rule (Random Acts of Kindness); hand gestures; and, school rules and consequences "LEARN" (L-Listen to Instruction!; E-Enter and Exit prepared!; A-Always try your Best!; R-Respect yourself and others!; N-No EXCUSES!). Traffic rules are visible in the entire campus and a school "Mode of Dress" has been adopted to ensure students are safe and feel a part of a group. A 5-Step Discipline Management Plan is in place and has reduced the amount of referrals to zero. Students are given leadership opportunities through the Principal's Cabinet Program and parents are also invited to be a part of the MOMS and DADS Organization. Professional Learning Communities (PLCs) are scheduled daily by grade level to review, analyze, and plan for instruction. Campus administration has an open-door policy and are available to meet with all stakeholders.

This year the Capturing Kid's Heart training was introduced to the staff in a two day training and teachers have instilled social contracts in the classrooms. Students are taking ownership of the their classroom and demonstrating they have a voice and choice in their learning environment.

### Parent and Community Engagement

\*PTO - Parent Teacher Organization

\*Campus Events (Homecoming and Christmas Parades, City Events, Veteran's Day Ceremony, Valley Art Contests, Blood Drives,

Career Fair, College Fair, After School Program, Grade level presentations, Pre-Kinder Showcase, Kinder Graduations & Mother's Day Tea Party, Awards Assemblies, etc.)

\*Grade level uniform

\*ClassDojo

\*Campus Facebook Page

\*Campus Website

\*School Messenger

\*Mid-Year Letter to parents


\*Campus Parental Policy

\*Campus Parent Compact

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students are not aware of the wealth of career and educational opportunities.	Students do not get exposed to the various career fields and do not understand the skills and education required for specific jobs, industries, and fields.
2 ★	Students are not aware of the individual needs of people, families and the community around them and the world.	Students are not exposed to the local and national news effecting the everyday lives of people.
3 ★	All parents or community members may not be able to attend events at specified times.	Parents' or community members' schedules conflict.
4 ★	Bullying/Harassment complaints from students and parents.	Lack of documentation of minor incidents from bully or victim by campus personnel.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Students in special programs have not been able to master state assessments.

Lack of aligned curriculum programs for special populations.

2  
★

Student attendance does not meet 97% state standard.

Family Culture and Awareness.

3  
★

Not all campus staff are able to participate in computer based programs.

Teachers do not have access to resources due to technology issues and scheduled trainings.

4  
★

Not all campus teachers are proficient in the use of ClassDojo to communicate with parents.

Some teachers do not understand how to use ClassDojo, nor want to take an initiative to learn.

5  
★

Students are not aware of the wealth of career and educational opportunities.

Students do not get exposed to the various career fields and do not understand the skills and education required for specific jobs, industries, and fields.

6  
★

Students are not aware of the individual needs of people, families and the community around them and the world.

Students are not exposed to the local and national news effecting the everyday lives of people.

7  
★

Students in the RTI program don't show significant progress.

Lack of significant targeted interventions during TIER II & III Instructional time.

8  
★

Differentiation and learning scaffolds are not addressed throughout the school.

Lack of professional development in differentiation and learning scaffolds.

9  
★

Teachers are not proficient in the use of Supplemental Resources for ELs such as Summit k-12.

Lack of a designated EL instructional program.

10  
★

Supplemental Resources for SPED students are insufficient.

Lack of a designated program or designated instructional material to assist SPED students in Reading, Writing, Math & Science.

11  
★

All parents or community members may not be able to attend events at specified times.

Parents' or community members' schedules conflict.

12  
★

Bullying/Harassment complaints from students and parents.

Lack of documentation of minor incidents from bully or victim by campus personnel.

13



Not all teachers attend required and needed professional development as per their assigned duty.

Professional development opportunities are not scheduled and provided in a timely manner.

14



Not all campus administrators attend required professional development trainings.

Professional development trainings are offered during during instructional time and/or are offered when administrators must remain on campus.

15



Highly qualified teachers may not be available for hire.

Sometimes openings occur beginning of the year or late in the year.

16



School safety is a top priority, however not all entrances and exits are monitored 100% of the time.

Campus staffing is based on district staffing guidelines and may not always meet our growing needs.

17



All stake holders may not know how to follow the chain of command.

Organizational Chart is not posted.

18



Based on STAAR performance data, 3rd grade reading needs significant support

Insufficient intentional and strategic teacher check in's and processes in the area of reading.

= Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

## 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
- Action research results



# Goals

# Goal 1

SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

## Performance Objective 1

ESSA: By June 2026, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

**Evaluation Data Source:** STAAR Reports for grades 3-EOC

**Strategy 1**  Targeted Support Strategy  Additional Targeted Support Strategy  
 Results Driven Accountability

FBGLA Administration and Teachers will review student data for SPED, 504, Bilingual and RTI. This will be doing during PLCs.

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Performance Objective 2

ESSA: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

**Evaluation Data Source:** TSI scores, SAT scores, ACT scores, and CTE coherent sequence completion, Dropout Rate Data

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

FBGLA will implement and promote college and career readings programs during OPEN House / MEET The Teacher/Monthly Luncheons/Career Day

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

December

Some Progress

March

Considerable Progress

May



Accomplished

June

## Performance Objective 3

ESSA: By the conclusion of the 25-26 school year, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 20%.

**Evaluation Data Source:** Disciplinary Referrals, Disciplinary PEIMS Reports, Graduation Rates

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Strategy 1**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

FBGLA will continue to conduct monthly Drills following the district guidelines for ALL safety protocols. This includes counseling lessons on drug prevention.

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

Moderate Progress

December

Some Progress

March

Moderate Progress

May



Accomplished

June

## Performance Objective 4

Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

**Evaluation Data Source:** STAAR Reports for grades 3-EOC

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

## Strategy 1

FBGLA will provide Bilingual support to all students by implementing Summit K-12 and TELPAS tutorials.

## Formative Reviews

Some Progress

December

Moderate Progress

March

Considerable Progress

May



Accomplished

June

## Performance Objective 5

ESSA: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

**Evaluation Data Source:** Lesson Plans, Post-secondary Readiness assessments

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Strategy 1**  Targeted Support Strategy  Additional Targeted Support Strategy

Results Driven Accountability

FBGLA will follow all SBCISD Instructional guidelines in order to ensure all students are on grade-level and college and career readiness .

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

December

Some Progress

March

Moderate Progress

May



Accomplished

June

## Performance Objective 6

During the 2025-2026 school years, counselors will provide and/or facilitate developmentally appropriate Child Abuse Prevention guidance activities to 100% of PK-5th grade students.

**Evaluation Data Source:** SCUTA Counseling Reports

Ripple Effects Reports

Counselor's Scope and Sequence

Campus Counseling Plan

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

# Goal 2

SBCISD will build a high-performing, compliant, and supportive workforce.

## Performance Objective 1

ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

**Evaluation Data Source:** Professional development attendance, surveys, and feedback

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

**Strategy 1**  Targeted Support Strategy  Additional Targeted Support Strategy  
 Results Driven Accountability

FBGLA will continue to work closely with Teachers and Staff to provide Professional Development,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

December

Some Progress

March

Moderate Progress

May



Continue/Modify

June

## Performance Objective 2

During the 2025-2026 School Year, all counselors will use the SCUTA counseling activities platform to establish compliance with the requirements of SB 179 (aka, the 80/20 rule).

**Evaluation Data Source:** SCUTA Counseling Reports  
Campus Guidance Plan

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

FBGLA will follow and ensure the counseling program at FBGLA is in compliance with the state and district 20/80 protocol.

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

**December**

Some Progress

**March**

Moderate Progress

**May**



Continue/Modify

**June**

# Goal 3

SBCISD will improve public relations, communications, and community engagement skills.

## Performance Objective 1

Objective 3.1 Improve and diversify all communication methods with stakeholders, including district and campus websites, social media, print publications, and various media outlets.

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

FBGLA will provide safe communication for all staff, students, parents and community members.

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

### Formative Reviews



# Goal 4

SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

## Performance Objective 1

Maintenance: SBCISD will maintain a custodial and maintenance department to assure all campuses are safe, clean, and and sanitized.

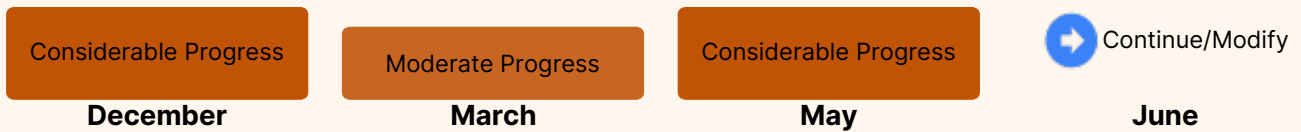
**Evaluation Data Source:** Director Reports, Cleaning logs, Employee Schedules

**Summative Evaluation:** Significant progress made toward meeting Performance Objective

### Strategy 1

FBGLA will ensure our school is safe, clean and sanitized.

#### Formative Reviews





# Title I Summary

# Title I Personnel

Name	Position	Program	FTE
Emilia Kupec	RTI-Response to Intervention		NaN
Eufemia Garcia	Parental Involvement Specialist		NaN



# Committees

# Committees

## School Culture & Climate and Family & Community Involvement Committee

### Members

First Name	Last Name	Position	Committee Role
Monica	Gonzales	4th Grade Teacher	Classroom Teacher
Criselda	Parra	3rd Grade Teacher	Classroom Teacher
Nelda	Abrego	Nurse	School Nurse
Maria Isabel	Marichalar-Solis	Principal	Administrator
Eufemia	Garcia	Parent Specialist	Parent Specialist
Patricia	Rodriguez	Assistant Principal	Administrator
Mario	Flores	Counselor	Counselor
Laura	Frausto	ACU Teacher	Classroom Teacher
Monica	Ramirez	Kinder Teacher	Classroom Teacher

## PBIS Committee

### Members

First Name	Last Name	Position	Committee Role
Mary Isabel	Moreno	1st Grade Teacher	Classroom Teacher
Natalie	Montez	Fine Arts Teacher	Classroom Teacher
Jose	Fonseca	Pre-K4 Teacher	Classroom Teacher
Maria Isabel	Marichalar-Solis	Principal	Administrator
Christopher	Lanoy	3rd Grade Teacher	Classroom Teacher
Gloria	Cruz	Kinder Teacher	Classroom Teacher
Patricia	Rodriguez	Assistant Principal	Administrator
Mario	Flores	Counselor	Counselor

Norma	Rodriguez	Pre-K4 Teacher	Classroom Teacher
Alejandro	Garza	PE Coach	Classroom Teacher

## Attendance Review Committee

### Members

First Name	Last Name	Position	Committee Role
Maria Isabel	Marichalar-Solis	Principal	Administrator
Patricia	Rodriguez	Assistant Principal	Administrator
Judy	Arguelles	2nd Grade Teacher	Classroom Teacher
Evana	Juarez	1st Grade Teacher	Classroom Teacher
Viridiana	Guzman	Pre-K4 Teacher	Classroom Teacher
Mario	Flores	Counselor	Counselor
Eufemia	Garcia	Parent Specialist	Parent Specialist
Leanne	Longoria	PEIMS Clerk	PEIMS Clerk

## Student Achievement and Curriculum & Instruction and Assessment Committee

### Members

First Name	Last Name	Position	Committee Role
Kassandra	Barrientos	Resource/Inclusion Teacher	Classroom Teacher
Alberto	Mosqueda	5th Grade Teacher	Classroom Teacher
Lisa	Avila	Librarian	Librarian
Elizette	Ibarra	1st Grade Teacher	Classroom Teacher
Ada	Anzaldua	Kinder Teacher	Classroom Teacher
Maria Isabel	Marichalar-Solis	Principal	Administrator
Patricia	Rodriguez	Assistant Principal	Administrator
Criselda	Parra	3rd Grade Teacher	Classroom Teacher
Rozanne	Diaz	5th Grade Teacher	Classroom Teacher

Mary	Duarte	4th Grade Teacher	Classroom Teacher
Laurie	Guajardo	2nd Grade Teacher	Classroom Teacher

## 2023-2024 Needs Assessment Team

### Members

First Name	Last Name	Position	Committee Role
Malerie	Ramos	Resource/Inclusion Teacher	Classroom Teacher
Melissa	Gonzalez	RTI Teacher	Classroom Teacher
Ruth	Portillo	1st Grade Teacher	Classroom Teacher
Monica	Ramirez	Kinder Teacher	Classroom Teacher
Jose	Fonseca	4th Grade Teacher	Classroom Teacher
Laura	Vallejo	2nd Grade Teacher	Classroom Teacher
Rebecca	Hernandez	5th Grade Teacher	Classroom Teacher
Fabiola	Herrera	4th Grade Teacher	Classroom Teacher