

Houston Independent School District
268 Benbrook Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Our mission is to prepare leaders to aim high, hold the vision, and achieve greatness.

Vision

Benbrook will be a school of choice where our scholars will excel in all content areas and develop leadership skills that will strengthen their ability to contribute and compete in a global society.

Value Statement

Campus Core Values:

C- confidence: we share a strong belief in all student potential

R- respect: we are kind and supportive to ourselves and others.

A- accountability: we set and hold high expectations for ourselves and our community

F- focus: we work hard and do our best every day

T- teamwork: we work with fellow colleagues to achieve excellence

We are teachers, and this is our **CRAFT**.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Joyce Benbrook is home to 461 students from the Langwood subdivision. Currently, 93% of the school population is Hispanic, 3.6% African American, 1.7% White, and 0.2% Asian/Pacific. We have a school-wide Title I program that provides support, extra supplemental classroom materials, and tutorial services. Ninety-five percent of the students are economically disadvantaged and 86.9% at promise. Last year, the school attendance rate was 93.9%. Our mobility rate is 21.1%, and 3% of our student population transferred in the previous year. At the same time, 20% of the population are Gifted and Talented. Joyce Benbrook has Bilingual classes from pre-kindergarten to third grade. LEP students represent about 66.2% of the school population. The Bilingual program model implemented at Joyce Benbrook is the Transitional Bilingual Program. Three percent of Joyce Benbrook's population receives special education services. These students receive services through a resource teacher and speech therapist. Currently, we service 3 SLC scholars who receive support from a certified teacher and a teacher assistant. Along the suspension lines of students with disabilities, we are at 1% compared to the state at 4%. The professional staff consists of 22 classroom teachers, one teacher specialist, five ancillary teachers, one special education teacher, a nurse, counselor, librarian, reading interventionist, and wraparound specialist. On average, our teachers have 11.2 years of experience.

The teacher ethnic breakdown is currently at 6.8% African American, 16.8% Hispanic, 5% white, and 1% Asian. The highest degree held by our teachers is 24.7% Bachelor's and 4.8% have a masters degree. The test scores at Benbrook are about the same as the state average. Our underserved scholars at Benbrook are performing about as well as other students in the state. Students at our campus are making more academic progress given where they were last year compared to students in the state. The vision for our scholars is that Benbrook Elementary will educate all Pre-k - 5th-grade scholars for College and Careers through rigorous instruction, well-planned lessons, collaborative culture, and purposeful interventions in all that we do. Joyce Benbrook Elementary shares the vision of HISD to create a college and career-ready culture for all students. Our mission is to prepare leaders to aim high, hold the vision, and achieve greatness.

Demographics Strengths

Benbrook's mobility rate and school discipline is a positive aspect of our culture. Our trend data indicates our mobility rate is at or below 121.1% for the past three years. Therefore, with a low mobility rate, teachers can build deeper relationships and have the opportunity to meet the needs of their scholars. As for our discipline data, we have experienced a decline in the number of scholars with out-of-school and in-school suspension. We contribute the slide to the implementation of Leader in Me Best Practices and CHAMPS. Through both components, scholars experience positive interaction with their peers and teachers. Scholars learn the importance of their role in their education and how important it is to find their voice. Because we are a genuine neighborhood campus, we do not have issues with buses. All 461 of our scholars live within a two-mile radius of the campus. They can walk, drive, or ride private buses to school regularly. Our teacher and student comparison show that our teachers represent each subgroup with 56.7% Hispanic, 23% African American, 16.9% White, and 3.4% Asian. With a diverse faculty, our scholars can experience a rich culture from different prospects. Our trend data also show that we have a low teacher turnover rate. Our retention rate ranges from 33 years to 7 years of commitment to the scholars at Benbrook Elementary.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Decline over the past two years in student enrollment. **Root Cause:**

Due to COVID in recent years, our campus offered fewer afterschool/extra-curricular activities. These programs offered afterschool care for our surrounding community.

Student Learning

Student Learning Summary

2022 Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		92	A
Student Achievement		79	C
STAAR Performance	52	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 95.0%)	52	89	B
Closing the Gaps	96	92	A

2019 Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		76	C
STAAR Performance	48	76	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth	78	85	B
Relative Performance (Eco Dis: 87.1%)	48	84	B
Closing the Gaps	89	84	B

2018 Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	Met Standard
Student Achievement		73	Met Standard
STAAR Performance	45	73	
College, Career and Military Readiness			
Graduation Rate			
School Progress		82	Met Standard
Academic Growth	73	77	Met Standard
Relative Performance (Eco Dis: 90.6%)	45	82	Met Standard
Closing the Gaps	77	77	Met Standard

4 Year Performance

GRADE 3 READING	2018	2019	2021 (Not Rated)	2022
APPROACHES	80%	86%	78%	73%
MEETS	44%	44%	29%	47%
MASTERS	23%	19%	14%	26%
GRADE 3 MATH	2018	2019	2021 (Not Rated)	2022
APPROACHES	81%	80%	72%	77%
MEETS	40%	39%	29%	44%
MASTERS	15%	16%	9%	18%

GRADE 4 READING	2018	2019	2021 (Not Rated)	2022
APPROACHES	64%	74%	65%	88%
MEETS	30%	40%	34%	58%
MASTERS	15%	16%	13%	24%
GRADE 4 MATH	2018	2019	2021 (Not Rated)	2022
APPROACHES	62%	68%	66%	87%
MEETS	35%	33%	16%	49%
MASTERS	14%	17%	13%	27%

GRADE 4 WRITING	2018	2019	2021 (Not Rated)
APPROACHES	56%	69%	53%
MEETS	30%	30%	26%
MASTERS	7%	6%	4%

GRADE 5 READING	2018	2019	2021 (Not Rated)	2022
APPROACHES	78%	86%	78%	84%
MEETS	48%	42%	46%	56%
MASTERS	22%	26%	22%	34%
GRADE 5 MATH	2018	2019	2021 (Not Rated)	2022
APPROACHES	99%	96%	49%	85%
MEETS	53%	67%	15%	58%
MASTERS	22%	43%	5%	23%
GRADE 5 SCIENCE	2018	2019	2021 (Not Rated)	2022
APPROACHES	88%	86%	35%	76%
MEETS	56%	55%	14%	35%
MASTERS	17%	23%	3%	16%

TELPAS 2 Year Comparision :

Campus Overall TELPAS Rating 2020-2021: 64%

Campus Overall TELPAS Rating 2021-2022: 52%

Levels	2020-2021	2021-2022
Beginning	78	
Intermediate	73	
Advanced	84	
Advanced High	35	

Student Learning Strengths

According to our most recent STAAR results, the number of scholars scoring at or above Meets and Masters increased above our goal of 4% for each content.

STAAR Reading:

Third-grade Meets: 29% to 47%
Third-grade Masters: 15% to 26%

Fourth-grade Meets: 43% to 57%
Fourth-grade Masters: 17% to 24%

Fifth-grade Meets: 41% to 56%
Fifth-grade Masters: 23% to 34%

STAAR Math:

Third-grade Meets: 29% to 44%
Third-grade Masters: 8% to 18%

Fourth-grade Meets: 26% to 49%
Fourth-grade Masters: 21% to 27%

Fifth-grade Meets: 28% to 58%
Fifth-grade Masters: 9% to 23%

STAAR Science:

Fifth-grade Meets: 16% to 35%
Fifth-grade Masters: 3% to 16%

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Our LEP population is not progressing towards the required level of yearly proficiency **Root Cause:** The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Problem of Practice 2 (Prioritized): At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level. **Root Cause:** Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level

School Processes & Programs

School Processes & Programs Summary

Instructional

The establishment of Benbrook Elementary was in 1966. The location of the campus is in the Langwood Subdivision.

Currently, we have 484 scholars enrolled this year. Because we have student groups with an enrollment of 20 or more students of limited English Proficiency, we must offer Bilingual Education. The program model at Benbrook Elementary is Transitional Bilingual Program TBP. The design of our program is to serve scholars in grades Pre-k – 5th with limited English Proficiency. Within this particular program, we offer instructional accommodations to ensure our EB Population has a full opportunity to master the TEKS. Our teachers utilize Sheltered Instruction Best Practice to engage the students. In addition, they collaborate with the campus LPAC Committee to monitor the proficiency progression of our EBs. The LPAC Committee monitor grades, and meet with teachers to make sure students are using Designated Supports routinely and effectively in preparation for the STAAR Assessment. The LPAC committee comprises an administrator, a Bilingual and ESL teacher, and a parent of an LEP scholar. The committee convenes three times during the year and at any time deemed necessary to focus on the needs of our LEP Population. As a campus this year, our instructional focus will center around the following three areas:

Instructional Expectation

Dimension 1.2: Data and Assessments- the teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction

Dimension 1.3: Knowledge of Students- through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Dimension: 2.4: Differentiation- the teacher differentiates instruction, aligning methods and techniques to diverse students needs.

Our goal is to engage scholars in profound discourse that will lead to the mastery of the TEKS and an increase in the number of scholars who perform at the Meets level or above on the state assessment.

Curricular:

At Benbrook, we utilize the planning guide, pacing calendar, and the scope and sequence to provide engaging instruction for students. We also use various best practices such as Lead4ward, Guided Reading, Guided Math, All in Learning, See it Name It Do it, Writable and Waggle as well as Literature Circles to create classrooms conducive to learning.

Personnel:

The development of quality human capacity is essential to meeting our scholars' needs and meeting the current state standards. Therefore, when recruitment is necessary, all potential candidates with Bilingual and ESL Certification are considered a top priority.

Because of our large LPAC population, candidates who hold these particular certifications have the skill set to effectively provide instruction that will yield positive academic achievement for our scholars. We conduct our recruitment process through a team of teachers who represent various grade levels. During the process, they bring the valuable classroom experience to the table. Maintaining high quality is crucial. Therefore, as a campus, we create opportunities for teachers to take on various leadership responsibilities and chances to develop and lead campus-based professional development. We take pride in celebrating our staff multiple times throughout the year and equipping them with the necessary instructional tools to be successful.

Professional Practices:

As a campus, we create Professional Development through needs assessments. At the end of each year, we collaborate to discuss the data points collected during the year. We focus on professional development that will drive instruction and strengthen the content knowledge of our staff. Once we identify the appropriate professional development, we generate a campus-wide professional calendar. We consider events that continue during the school year. We have several goals this year as a campus. They include but are not limited to increasing the number of scholars you pass the STAAR assessments at the Meets Level, improve upon our current TELPAS rating of 69%, ensure our 4th grade ELs meet the state assessment requirements, implement an effective HB4545 Plan to ensure all identified scholars meet the state requirements, and monitor and increase our attendance from last year to 96%.

Administrative:

Our administrative team consists of a principal, teacher specialist, counselor, Special Education chair. The team of leaders frequently meets to discuss data, conduct and plan PLCs, and professional development. We focus on coaching teachers, modeling expectations, and building a positive culture of committed educators. The administrative works in conjunction with our School Support Officer to make informed decisions for all stakeholders. They monitor grades and meet with teachers to ensure students use Designated Supports routinely and effectively in preparation for the STAAR Assessment.

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School Processes & Programs Strengths

Strengths

- We have a positive collaborative culture
- As a campus, we value and focus on retaining high-quality staff
- Administrative has been the same for the past eight years
- Understand the importance of providing coaching
- The planning guide is a non-negotiable

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Our LEP population is not progressing towards the required level of yearly proficiency. **Root Cause:** The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Priority Problems of Practice

Problem of Practice 3: Decline over the past two years in student enrollment.

Root Cause 3: Due to COVID in recent years, our campus offered fewer afterschool/extra-curricular activities. These programs offered afterschool care for our surrounding community.

Problem of Practice 3 Areas: Demographics

Problem of Practice 2: Our LEP population is not progressing towards the required level of yearly proficiency

Root Cause 2: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 4: Our LEP population is not progressing towards the required level of yearly proficiency.

Root Cause 4: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Problem of Practice 4 Areas: School Processes & Programs - Perceptions

Problem of Practice 1: At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level.

Root Cause 1: Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level

Problem of Practice 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR-SMART Goal 1: During the 2022-2023 school year, our current 3rd through 5th grade scholars will be at or above 85% passing, 57% of all scholars will perform at the Meets Level and 25% will perform at the Masters Level on the Reading STAAR. The overall 2022-2023 Reading will increase from 81% to 85% or above.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: By December 9th, the number of scholars passing the TEA interim assessments will be 20% Meets or above for all grade levels. By March 30th, the number of scholars passing the Reading TEA interim assessments will be at 40% masters.

Evaluation Data Sources: Snapshot data,
Common assessments, and
R360
One-on-One Teacher/Appraiser

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: To ensure mastery of the TEKS, teachers will use Lead4ward strategies, QSSSA, and literacy routines daily. Strategy's Expected Result/Impact: The focused outcome is to increase the number of scholars passing at the Meets level as a campus. Monitor the mastery of the grade-level TEKS for our Special Education and EB population. Staff Responsible for Monitoring: Campus Administrative Team (CAT) Teachers Action Steps: Monitor the use of Literacy routines and Lead4ward strategies during classroom observation and provide timely feedback to make teachers are utilizing activities that are aligned and rigorous. They will also reteach any TEKS below 70% mastery. To monitor growth, teachers will use and analyze the CFUs in the planning guide to gauge instruction. All students will be required to read for 20 minutes at home and write a connection to what they read. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.
Problem of Practice 2: At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level. Root Cause: Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level
School Processes & Programs
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.
Perceptions
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Measurable Objective 2: All scholars will demonstrate mastery of the daily objectives taught at 80% or above.

Evaluation Data Sources: Daily mastery checklist,
CAT walkthroughs,

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All teachers will scaffold during direct instruction to increase comprehension with a frequent check for understanding activities through Lead4ward best practices. Strategy's Expected Result/Impact: Through Lead4ward Strategies, the scholars will have opportunities to engage in profound discourse that will lead to mastery of the Reading TEKS. Staff Responsible for Monitoring: Campus Administrative Team (CAT) Teachers Action Steps: The teacher will frequently stop between 7 to 8 times during instruction to check for student mastery and create exit tickets to monitor their instruction effectiveness Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:





Student Learning
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.
Problem of Practice 2: At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level. Root Cause: Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level
School Processes & Programs
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.
Perceptions
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Measurable Objective 3: From BOY to MOY first administration of R360 our TIER II and TIER III scholars will decrease by 35%; then, from MOY to EOY, first administration of R360 our TIER II and TIER III scholars will decrease by 50%

Evaluation Data Sources: R360
 Progress monitoring
 BOY, MOY, & EOY
 Running Records Data, Circle Data

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: All K- 5th-grade teachers will progress monitor all TIER II and TIER III scholars and use the data during grade level/PLC meetings to monitor student growth. All K- 5th-grade teachers will create targeted assessments in R360 based on student needs using data to create small group instruction. Strategy's Expected Result/Impact: With a monitoring plan in place, we will frequently take a pulse of the success of our TIER II and TIER III, scholars. Staff Responsible for Monitoring: Campus Administrative Team (CAT) Teachers Reading interventionist Action Steps: Teachers will progress monitor bi-weekly using R360 to gauge student mastery. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 4290000000 - State Special Revenue - 6400 - Other Operating Expenses		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction. Problem of Practice 2: At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level. Root Cause: Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level
School Processes & Programs
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Perceptions
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: MATH-SMART Goal 2: During the 2022-2023 school year, our current 3rd through 5th grade scholars will be at or above 83% and 58% of all scholars will perform at the Meets Level on the Math STAAR while 25% or above at the Masters' level. The overall 2022-2023 Math will increase from 83% to 88% or above.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By December 9th , 58% of our scholars will be able to identify the process for solving one or multi- step word problems with 100% accuracy, by using teacher-made assessments that are TEKS aligned.

Evaluation Data Sources: Observations

Freckle

Snapshot





DLA

Common Assessments

OnTrack Data

STAAR Test Maker,

Math journals

Strategy 1 Details	Reviews			
<p>Strategy 1: All Pre-k - 5th teachers will utilize more diverse instructional strategies that connect with student interest and abilities through implementation of Lead4ward, imagine math, math routines, and Freckle. They will also implement Guided math and utilize the process to provide TIER I instruction to all scholars.</p> <p>Strategy's Expected Result/Impact: The number of scholars scoring at the Meet Level on the STAAR Math will increase from 46% to 58%</p> <p>Staff Responsible for Monitoring: All Pre-k -5th grade math teachers and Math lead teacher</p> <p>Action Steps: All kindergarten through fifth-grade teachers will receive math journals from the district to work on daily.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Measurable Objective 1 Problems of Practice:

Student Learning
<p>Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.</p> <p>Problem of Practice 2: At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level. Root Cause: Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level</p>
School Processes & Programs
<p>Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.</p>
Perceptions
<p>Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.</p>

Measurable Objective 2: By May 26, 2023, 88% or above of our scholars will be able to select appropriate units, strategies and tools to solve problems involving geometry and measurement with 80% mastery, by utilizing campus and district formative assessments.

Evaluation Data Sources: Observations

Freckle
 Snapshot
 DLA
 Common Assessments
 OnTrack Data
 STAAR Test Maker,
 Math journals





Strategy 1 Details		Reviews			
Strategy 1: All Pre-k- 5th grade teachers will use Lead4ward strategies at least three times during the week, Use the HISD Math literacy strategies, strategies from Lead4ward Field Guide, create test on Freckle, STAAR Maker, and Guided Reading small group instruction daily. Strategy's Expected Result/Impact: Through the use of Lead4ward Best Practices, scholars will be able to use the resources to effectively master the STAAR Math TEKS. Staff Responsible for Monitoring: Campus Administrative Team (CAT) All Pre-k -5th grade math teachers Math lead teacher Action Steps: Teachers will study and implement strategies and tools that focus on developing and promoting high-level thinking. Teachers will use Lead4ward techniques and strategies to assist them with implementation. Title I: 2.4, 2.5, 2.6 Funding Sources: - 2890000000 - Federal Special Revenue - 6400 - Other Operating Expenses		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction. Problem of Practice 2: At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level. Root Cause: Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level
School Processes & Programs
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.
Perceptions
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Measurable Objective 3: By May 26, 2023 all K- 5th, scholars will show mastery of adding and subtracting numbers at or above 80%, by analyzing KEA and REN360 end of year results.

Evaluation Data Sources: District Formative Assessments
Observation
Teacher Made Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: All pre-k - 5th teachers will use manipulatives when teaching adding and subtracting numbers, use Lead4ward Field Guide strategies at least 3 times a week, workstations and Guided Math small group instruction daily, and use interactive math journals at least 3 times weekly.</p> <p>Strategy's Expected Result/Impact: Scholars will show mastery of taught weekly TEKS addressing adding and subtraction of numbers.</p> <p>Staff Responsible for Monitoring: All Pre-k -5th grade math teachers</p> <p>Action Steps: Teachers will review data and create an individualized plan that focuses on targeted objectives not mastered. Teachers will utilize small group instruction during the math period and school-wide intervention and tutorials.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS SMART Goal 3: During the 2022-2023 school year, all pre-k -5th scholars will participate in two Community Leadership Days, and complete 38 LIM lessons.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By June 2023 all pre-k -5th scholars will be able to articulate and portray the 7 habits of highly effective students.

Evaluation Data Sources: LIM Binder

Community Day Agenda





LIM E-modules

Strategy 1 Details	Reviews			
<p>Strategy 1: Lighthouse Team plan and organize Community Leadership days, All Teachers watch LIM E-modules 2.1- 2.3 during grade level meetings by December 2022 and implement LIM daily, all pre-k - 5th grade scholars will maintain LIM Binders.</p> <p>Strategy's Expected Result/Impact: Through the use of Leader in Me Best Practices our scholars will use the seven habits to develop skills for college and career readiness.</p> <p>Staff Responsible for Monitoring: Lighthouse Team All Pre-k -5th grade teachers Administration</p> <p>Action Steps: The Light committee will work in conjunction with Ms. E. Tyson to formulate two community days by May 26th.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: By June 2023 all pre-k -5th grade scholars will have leadership binders that include; personal attendance data, reading levels, and personal WIGS (Wildly Important Goals).

Evaluation Data Sources: Leader In Me Binder

Module Reflection Sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: All pre-k -5th-grade teachers will complete Weekly LIM lessons. All pre-k -5th-grade teachers will play LIM songs during independent practice and small groups, and workstations, All Pre-k -5th will participate in at least 4 LIM assemblies, all teachers will use LIM language during instruction.</p> <p>Strategy's Expected Result/Impact: Scholars will develop their academic skills to compete in a global society through the implementation of Leader in Me Best Practices.</p> <p>Staff Responsible for Monitoring: Lighthouse Team All Pre-k -5th grade teachers Administration</p> <p>Action Steps: The administration team will create a day-by-day LIM calendar to support the 38 lessons' completion and provide a copy for each classroom teacher.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS-SMART Goal 4: During the 2022-2023 school year students receiving special education services will increase on the STAAR by 4% from 48% to 52% in the spring of 2023, with 45% performing at the Meets level on all test taken.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By December 9th, our special education scholars will be at or above 45% on the first Reading Interim Assessment and 65% passing at approaches and above by the second Reading Interim Assessment.

Evaluation Data Sources: OnTrack data

Reading Interventionist data

Hourly data charts

Supplemental aids

R360

Strategy 1 Details	Reviews			
<p>Strategy 1: The special Education Chair will co-teach and plan with the grade level teachers and use Lead4ward strategies to engage special education students and lead them to mastery of the TEKS</p> <p>Strategy's Expected Result/Impact: Our special education scholars will show growth on the Reading STAAR assessment</p> <p>Staff Responsible for Monitoring: Classroom teachers Special Education Chair Administration Reading Interventionist Campus Administrative Team (CAT)</p> <p>Action Steps: To increase the number of Special Scholars who perform at the Meets level, all third through fifth-grade teachers will use their current scale score to develop an action step to monitor academic growth. They will work in conjunction with the Special Education Chair.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Student Learning
<p>Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.</p> <p>Problem of Practice 2: At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level. Root Cause: Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level</p>
School Processes & Programs
<p>Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.</p>
Perceptions
<p>Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.</p>

Measurable Objective 2: 100% of SPED students will have the opportunity to utilize supplemental aids during daily instruction and assessments to assist with learning objectives.

Evaluation Data Sources: Interim Assessments

Running Record
Imagine Reading
Renaissance 360
Exit Tickets
Supplemental aids

Strategy 1 Details		Reviews			
Strategy 1: Teachers identify and adequately train scholars on how to use supplemental aids based on individual student needs. The scholars will utilize these resources on all assessments beginning in September. Strategy's Expected Result/Impact: Special Education Scholars will utilize supplemental aids that will enable them to meet the state standards on the Reading STAAR successfully. Staff Responsible for Monitoring: Classroom teachers Special Education Chair, Campus Administration Team Reading Interventionist Action Steps: All teachers who provide daily instruction for our Special Education Scholars will utilize the state-approved Supplemental Aids list to prepare individual resource bags. In addition, they will make sure to monitor students' daily usage. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.
Problem of Practice 2: At Benbrook Elementary the level of Tier 1 instruction is not taught at a consistent level of rigor with fidelity, even though the curriculum is aligned. Therefore, our scholars are not regularly performing at grade level. Root Cause: Teachers need additional professional development opportunities to break down the TEKS to teach at a more rigorous level
School Processes & Programs
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.
Perceptions
Problem of Practice 1: Our LEP population is not progressing towards the required level of yearly proficiency. Root Cause: The ELPS development for our LEP Scholars is not consistently being taught through the use of Sheltered Instruction.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE SMART Goal 5: During the 2022-2023 school year, the attendance rate will increase from 95.9% to 96%.

Strategic Priorities:





Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By December 16th, our baseline attendance data will be at or above 97% and by May 2023 our attendance data will be at or above 97%.

Evaluation Data Sources: HISD Connect

A4E Report

Daily Parent Contact

Strategy 1 Details		Reviews			
Strategy 1: Daily attendance callout by main office staff, a weekly home contact by Counselor or Wraparound Specialist, all teachers will use LIM Binders to track students' attendance and provide monthly attendance incentives from the office. Strategy's Expected Result/Impact: Our daily attendance will be at or above 96%. Staff Responsible for Monitoring: SIRS Clerk Attendance Committee Counselor Wraparound Action Steps: Monitor the number of home visits conducted by the Wraparound Specialist and decrease absenteeism for the year to date. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Decline over the past two years in student enrollment. Root Cause: Due to COVID in recent years, our campus offered fewer afterschool/extra-curricular activities. These programs offered afterschool care for our surrounding community.

Measurable Objective 2: By May 2023 the number of trauncy letters will decrease by 5%.

Evaluation Data Sources: Home Visit Logs
Trauncy letters

Strategy 1 Details	Reviews			
Strategy 1: A weekly home visit by Wraparound Specialist, SIRS Clerk runs weekly trauncy report letters and Counselor contact parents monthly Strategy's Expected Result/Impact: We want to see a decrease in the number of students receiving trauncy letters by the end-of-year. Staff Responsible for Monitoring: Wraparound Specialist SIRS Clerk Counselor Attendance Clerk Action Steps: The SIRS Clerk will work in conjunction with the Wraparound Specialist and Counselor to track trauncy and discuss any concerns with the attendance committee. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Decline over the past two years in student enrollment. Root Cause: Due to COVID in recent years, our campus offered fewer afterschool/extra-curricular activities. These programs offered afterschool care for our surrounding community.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE-SMART Goal: During the 2022-2023 school year, the number of Out of School Suspension and In-School Suspension will be less than 3.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: As measured by the PEIMS Student Disciplinary Report, the number of Out of School Suspension will decrease by 1% by June 2023.

Evaluation Data Sources:

PEIMS Report

Student Office Referral

HISD Connect Discipline Report

Strategy 1 Details		Reviews			
Strategy 1: All Pre-K thru 5th grade teachers will implement CHAMPS, and Leader in Me. The Counselor will develop action plans for scholars with three or more after-school detentions. Strategy's Expected Result/Impact: The number of after-school detention referrals will decrease by 4% by the end of the year. Staff Responsible for Monitoring: Counselor Campus Administration Team All faculty and Staff Action Steps: The Counselor will provide daily SEL resources to promote self-awareness skills. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Measurable Objective 2: As measured by the PEIMS Student Discipline Report, the number of Special Education scholars suspended will not increase by more than 1% by June 2023.





Evaluation Data Sources:

PEIMS Report

Student Office Referrals

HISD Connect Discipline Report

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: All pre-k - 5th teachers will implement CHAMPS and Leader in Me. Students will have opportunities for leadership positions in the classroom and maintain a leadership binder to track their discipline.</p> <p>Strategy's Expected Result/Impact: Our current discipline levels will not increase by more than 1%.</p> <p>Staff Responsible for Monitoring: Special Education Chair Counselor Wraparound Specialist Campus Administration Team (CAT)</p> <p>Action Steps: The Counselor will provide daily SEL resources to be utilized during instruction to promote self-awareness skills.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION-SMART Goal: During the 2022-2023 school year, all pre-k - 5th grade scholars will participate in 4 or more Violence Prevention Assemblies.





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By June 2023 all PRE-K thru 5th grade scholars will participate in 4 or more Violence Prevention Activities.

Evaluation Data Sources: Drug-Free assembly





Drug-Free pledges

Strategy 1 Details		Reviews			
Strategy 1: All PRE-K thru 5th-grade scholars will participate in our Red Ribbon Week activities. K- 5th will participate in the Drug -Free Awareness assembly. All students will write a pledge to be drug-free. Strategy's Expected Result/Impact: The campus will create a No Place For Hate environment. Staff Responsible for Monitoring: Counselor All Faculty and Staff Leader In Me Leadership Team Administration Wraparound Specialist Action Steps: Hold assembly with students that address the act of bullying. Teachers will then further discuss forms of bullying in circle times and create a plan of action if bullying is suspected. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Measurable Objective 2: As measured by the Children's Internet Protection Act (CIPA) all scholars will be properly instructed in the areas of Cyber Bullying, Appropriate Online Behavior, and Social Media by June 2023.

Evaluation Data Sources: Cyber Bullying Certificates

Brain Pop Video

Strategy 1 Details	Reviews			
Strategy 1: All scholars will sign a cyber bullying pledge, complete the online Cyber Bullying activities and recite the No Place for Hate Pledge Daily. Strategy's Expected Result/Impact: Scholars will develop a respect for different ethnic groups and experience a positive school culture. Staff Responsible for Monitoring: Counselor Campus Administration Team (CAT) All Faculty and staff Wraparound Specialist Action Steps: The Librarian will properly instruct all scholars on the awareness of cyberbullying, social media, and online computer safety. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION Special Education- SMART Goal: During the 2022-2023 school year students receiving Special Education services, growth will be at or above 52% as measured by STAAR all test taken.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By June 2023 the number of Special Education Scholars who score at the Meets Level will increase from 14% to 17%, as measured by all STAAR test taken.

Evaluation Data Sources:

District Formative Assessments





Running Record

Imagine Reading

Imagine Math

Renaissance 360

Exit Tickets

Strategy 1 Details		Reviews			
Strategy 1: he Special Education Scholars will complete at least 30 minutes of Imagine Math and Imagine Literature weekly. In addition, they will meet with the Special Education Chair at least twice each month to discuss progress. Strategy's Expected Result/Impact: The number of special education scholars passing the STAAR will be at or above 60% Staff Responsible for Monitoring: Classroom teachers Special Education Chair Campus Administration Team (CAT) Action Steps: To increase the number of Special Scholars who perform at the Meets level, all third through fifth-grade teachers will use their current scale score to develop an action step to monitor academic growth. They will work in conjunction with the Special Education Chair. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EB, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

SMART Goal: During the 2022-2023 school year student achievement in Domain I the Emergent Bilingual , for 3 through 5, will increase from 34% "Meets" level to 45% as measured by the STAAR all test taken.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: As measured by the BOY R360 data all students will show 3% growth by the MOY and 5% growth by EOY.

Evaluation Data Sources: OnTrack data





Reading Interventionist data

Hourly data charts

Progress monitoring

R360





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Bi-weekly progress monitoring for TIER II, scholars weekly, progress monitoring for TIER III scholars, and daily small group instructions for all pre-k - 5th grade scholars. Strategy's Expected Result/Impact: TIER II and TIER III scholars will show growth from BOY to EOY R360 data. Staff Responsible for Monitoring: All k - 5th grades teachers Training Leadership Hourly Interventionist Campus Administrative Team (CAT) Action Steps: Our CTC Lead will provide all teachers training on running and analyzing R360 data to assist with classroom intervention. In addition, teachers will update and maintain their data housed in our data room. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Measurable Objective 2: As measured by our BOY Running Records all scholars who are below grade level will grow by 1 reading levels by December 9th and be on or approaching grade level by May 26th.

Evaluation Data Sources: OnTrack data

Running Records data
 Teacher data wall
 Observation
 PLC

Strategy 1 Details	Reviews			
Strategy 1: Daily pull out intervention for TIER II and TIER III scholars, Guided Reading for all Pre-k -3rd grade scholars, Literature Circles for 4th - 5th-grade scholars, Guided Math for all Pre-k - 5th grade scholars, and weekly grade-level discussion of reading levels. Strategy's Expected Result/Impact: We will utilize the data to monitor the instructional impact for our special populations. Staff Responsible for Monitoring: All K - 5th grades teachers Hourly Interventionist Campus Administrative Team (CAT) Action Steps: All k- 5th-grade teachers will complete the campus running record datasheet and utilize the form to monitor student growth. They will share during PLC weekly. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT-SMART Goal: During the 2022-2023 school year, we will meet or exceed the number of Parent Involvement Activities in order to earn a Platinum Certificate by meeting the FACE requirements.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: As measured by the FACE requirements, we will meet or exceed the number of Parent Involvement activities to earn a Platinum Certificate by June 2023





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All communication will be in English and Spanish, conduct at least 4 parent academic workshops, complete School Climate Survey, Family Friendly School Walkthrough, and at least two Cultural Festivals during the school year.</p> <p>Strategy's Expected Result/Impact: By the end-of-year we will earn a Platinum Certificate and become a Family Friendly campus.</p> <p>Staff Responsible for Monitoring: Parent Engagement Representative PTO Principal Wraparound Specialist</p> <p>Action Steps: Our Parent Engagement Specialist will work with the HISD FACE representative at least three times during the year to establish time frames to meet or exceed the requirements to obtain a Platinum rating</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: Our Parent Engagement Specialist will work with the HISD FACE representative at least three times during the year to establish time frames to meet or exceed the requirements to obtain a Platinum rating

Evaluation Data Sources: Sign-in sheets

FACE requirements meet

Community activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly PTO meetings, at least two PTO Parent celebrations, mentoring parents in academic and social areas, provide opportunities for parents to learn how to help with homework.</p> <p>Strategy's Expected Result/Impact: Increased number of PTO participants.</p> <p>Staff Responsible for Monitoring: Parent Engagement Representative PTO Principal</p> <p>Action Steps: Our Parent Representative will contact our current PTO and devise a calendar of events and meeting for the 2022-2023 school that will increase parent involvement.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES -The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 24, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Lola Levingston

Estimated number of students to be screened: 120

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: The nurse will run monthly reports regarding status of immunization data. She will meet with the administration team monthly and provide update.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, & 5, will be completed by a certified school nurse or screener on or before December 12, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Nurse Lola Levingston

Estimated number of students to be screened: 120

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: The nurse will conduct vision screening on scholars and provide resources for the community. Strategy's Expected Result/Impact: All required scholars will participate in a vision screening conducted by our certified nurse by the end of the 2022-2023 school year. Staff Responsible for Monitoring: Ms. Lola Levingston school nurse Classroom teachers in grades, PK, K,1, 3, and 5 Action Steps: The school nurse will collaborate with the various grade level teachers beginning in September to create a timeline to screen the various scholars for vision. She will call a select group of scholars to her office to complete the screening.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Lola Levingston

Estimated number of students to be screened:120

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
Strategy 1: On or before December 9, 2022, the school nurse will complete all required forms and state reports. She will attend all district meetings.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Nurse Lola Levingston

Estimated number of students to be screened: 120

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The school nurse will collaborate with teachers in grade 1, 3, and 5 to successfully screen all scholars in the required grade levels. She will conduct the screenings at the same time she conducts vision and hearing. She will utilize the various grade level rosters to meet her goal</p> <p>Strategy's Expected Result/Impact: By end of the 2022 school year all 1, 3, and 5 grade scholars will participate in a Type 2 Diabetes screening conducted by the school nurse.</p> <p>Staff Responsible for Monitoring: Ms. Lola Levingston school nurse Classroom teachers in grades, 1, 3, and 5</p> <p>Action Steps: The school nurse will collaborate with the various grade level teachers beginning in September to create a timeline to screen the various scholars. She will call a select group of scholars to her office to complete the screening.</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 3, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Nurse Lola Levingston

Estimated number of students to be screened: 120

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The nurse will meet with our 5th grade teachers to discuss her process to screen all 5th grade girls. She will conduct monthly screenings until all of the 5th grade girls have participated in spinal screening for 2022-2023.</p> <p>Strategy's Expected Result/Impact: All 5th girls will participate in the spinal screening by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Ms. Lola Levingston school nurse Classroom teachers in grades 5</p> <p>Action Steps: The school nurse will collaborate with 5th grade teachers beginning in September to create a timeline to screen all 5th grade girls. She will call a select group of scholars to her office to complete the screening.</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details		Reviews			
Strategy 1: Our certified school nurse will be responsible for administering medication but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis. She will complete all required mandatory district compliance courses and attend all district level meetings. She will submit all reports in a timely manner. She will train Ms. Ocanas to assist in her absence. Strategy's Expected Result/Impact: Our certified nurse will be responsible for administering medication to our scholars during the 2022-2023 school year. Staff Responsible for Monitoring: Ms. Lola Levingston school nurse Ms. Ocanas Action Steps: The nurse will provide medication to our scholars as required. She will train Ms. Ocanas to provide assistance when she is off campus. Also, she will complete all health related district compliance courses. She will also provide training for staff when needed.		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Dana Darden, Longinos Perez, Lola Levingston
Number of AEDs on campus:2

Strategy 1 Details		Reviews			
Strategy 1: The school nurse will conduct monthly AEDs maintenance checks. She will record her checks and maintain a copy in her office. She will have the principal to sign the end of the year annual report prior to submitting to Health and Medical Services. She will collect all AEDs and send them to the district at the end of the year. Strategy's Expected Result/Impact: ALL AEDs will be in excellent working condition during the school year. The nurse will conduct monthly checks to ensure they are functioning properly. Staff Responsible for Monitoring: Lola Levingston school nurse Action Steps: The nurse will conduct monthly maintenance checks on all AEDs.		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:





Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: During the 2022-2023 school year, the school nurse will coordinate school health program in collaboration with the physical education teacher. She will provide at least one health fair, opportunities for Flu shots, and provide health related resources to our community by the end of the year.

Evaluation Data Sources: Health fair sign in sheet

Flu shot sign in sheet

Flyers about nutrition provided for the community

Strategy 1 Details	Reviews			
Strategy 1: During the school year the school nurse will work in conjunction with our physical education teacher and parent engagement representative to host one health fair, offer opportunities for flu shots and provide health related resources for the community. Strategy's Expected Result/Impact: By the end of the 2022-2023 school year our school nurse will host a health fair and provide health related resources for the community. Staff Responsible for Monitoring: Lola Levingston school nurse Ms. Castillo parent engagement representative Coach Phyllips physical education teacher Action Steps: The nurse will work with the physical education teacher and our parent engagement representative in September to develop health related activities for the school year. She will submit the plan to the administrative team.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: Science- SMART Goal: During the 2022-2023 school year, our current 5th-grade Resource scholars will be at or above 45% , ELL, and Economically Disadvantaged students will score at or above 65% on the Science STAAR. The overall 2022-2023 Science will increase from 38% to 75%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By December 9th, 65% of our scholars will score at approaches on the DLA, and after the administration of the TEA interim exam, 50% of our scholars will be at the Meets level.

Evaluation Data Sources: All in Learning data reports

DLA results





TEA interim results

Data wall

PLC notes





Snapshot data

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All teachers will utilize All in learning to check for understanding during classroom instruction . They will use rigorous instructional activities from CANVAS to engage their scholars and Lead4ward Best Practices daily.</p> <p>Strategy's Expected Result/Impact: Our science scores will be at or above 80%. with 45% at the Meets Level.</p> <p>Staff Responsible for Monitoring: Fifth-grade teachers Campus Administration Team (CAT)</p> <p>Action Steps: Science Lead teacher will share a plan with weekly activities for science warm-ups and word of the day and send it to teachers. Teachers will use this daily in their instruction to help students understand vocabulary and usage (real-world connections)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: By the end of October 2022, our HISD Science support will have met with the identified science teacher and modeled at least three best practices to increase instruction, and conducted two classroom support visits.

Evaluation Data Sources: Classroom Observation

Strategy 1 Details	Reviews			
<p>Strategy 1: The district's Science department will provide 3 model lessons aligned to the science TEKS during the fall and spring semester.</p> <p>Strategy's Expected Result/Impact: The coaching provided by the district will provide the teacher with best practices and resources to ensure scholars are successful on the Science STAAR.</p> <p>Staff Responsible for Monitoring: Fifth-grade teacher Campus Administration Team (CAT) Science Department</p> <p>Action Steps: The District assigned science specialist will develop a calendar as to when he will meet with the teacher, and the resources and activities he will provide will be submitted and discussed with the principal.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 10: During the 2022-2023 school year all kindergarten teachers and Special Education Chair will implement the HB3 strategies to ensure scholars are reading on grade level by the third grade.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: During the 2022-2023 school by December 10, 2021, 60% of our kindergarten scholars will be at or above reading level "A," as defined by Fountas and Pinnell; by the end of the year, 75% or higher will be reading on a Level "C."

Evaluation Data Sources: Running records, R360, Reading snapshot, Learning A-Z. Imagine Literature

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Kindergarten teachers will utilize at six of the best practices from the HB3 modules in the first three months of school Strategy's Expected Result/Impact: Our kindergarten scholars will grow at least one reading level by December. Staff Responsible for Monitoring: Kindergarten Teachers Special Education Chair Campus Administration Team (CAT) Action Steps: All kindergarten and Special Education teachers will implement activities from the HB3 modules Spring of 2023. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Measurable Objective 2: 100% of all scholars will demonstrate mastery of the objectives taught daily at 80%

Evaluation Data Sources: Running records, R360, Reading snapshot, Learning A-Z. Imagine Literature

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All Kindergarten through third-grade teachers will progress monitor all TIER II and TIER III scholars and use the data during grade level/PLC meetings to monitor student growth. Strategy's Expected Result/Impact: The number of kindergarten students reading at level "C" or above will increase by 20%. Staff Responsible for Monitoring: Kindergarten -Third grade teachers Campus Administration Team (CAT) Special Education Chair Action Steps: Kindergarten through third-grade teachers will use R360 to progress monitor. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 11: Our Kindergarten through fifth grade school will demonstrate an understanding of the problem solving process.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the 2022-2023 school year, 75% or higher of all kindergarten through fifth-grade scholars will be able to identify the information needed to determine the correct operation required to set up a problem and solve one and 2-step math word problems.

Evaluation Data Sources: R360





Common Assessments

Weekly test

DLA

Snapshots

HB3 Board Goal





Strategy 1 Details		Reviews			
Strategy 1: Teacher will use HISD problem solving books daily to help scholars work through and make connection to the problem solving process. They will utilize interactive notebook for extra practice and to clarify misconceptions of the process. Strategy's Expected Result/Impact: Scholars will understand how to effectively solve word one and two step word problems. Staff Responsible for Monitoring: Kindergarten through Fifth Grade Techers Campus Administration Team (CAT) Math Interventionist Action Steps: Through the teacher's instructional input, all kindergarten -Fifth grade students will utilize more diverse instructional strategies that connect with student interest and abilities through the implementation of Lead4ward, imagine math, math routines to understand the problem solving process. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 2: By May 30, 2023 all kindergarten -third grade scholars will show mastery of adding and subtracting numbers at or above 80%.

Evaluation Data Sources: R360

Common Assessments
Weekly test
DLA
Snapshots

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: All kindergarten -fifth grade teachers will use manipulatives when teaching adding and subtracting numbers, use Lead4ward Field Guide strategies at least 3 times a week, workstations and small group instruction daily, and use interactive math journals at least 3 times weekly. They will use Guided Math daily to provide TIER I instruction.</p> <p>Strategy's Expected Result/Impact: Scholars will be able to add and subtract numbers using manipulatives.</p> <p>Staff Responsible for Monitoring: Kindergarten through Fifth Grade Techers Campus Administration Team (CAT) Math Interventionist</p> <p>Action Steps: Teachers will review data and create an individualized plan that focuses on targeted objectives not mastered. Teachers will utilize small group instruction during the math period and school-wide intervention and tutorials.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for 268 Benbrook Elementary School

Total SCE Funds: \$105,693.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

The programs and services provided through SCE are: Services and subscriptions Hourly Pay Supplies Stipends

Personnel for 268 Benbrook Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Etalia Castillo	Parent Engagement Rep.	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by:

- The Principal, teacher specialist, counselor, SIR, and administrative assistant

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- Reviewing academic achievement (Failing and At-risk students)

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Quarterly Shared Decision Making Committee meetings with elected members to review and discuss the growth and progress of students
- Weekly PLC to desegregate data

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

The SIP is available to parents in the following locations:

- School Website
- Front office in designated SIP Binder

The SIP was made available to parents by:

- Front office clerk
- Uploading to Website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Daily "Power Hour" for teacher to provide interventions
- Hourly Tutors pull-out to provide interventions
- Utilize Software programs (Renaissance, Freckle, Imagine Learning, STAAR Master E-books, Writable, Waggle)
- Implementation of Lead4ward Playlist during daily instruction
- Ancillary classes that are TEKS-based (Science Lab, Computer Lab, PE, Art, and Library)

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Every teacher's daily schedule maximizes teaching time from bell to bell (7:30-3:10 pm)
- During restroom breaks and lunch, students read just right books, practice High Frequency Words, and math facts
- TEKS based instructional expectations and strategies are reinforced during ancillary classes
- Additional support is given to students during pull-out interventions and after-school tutorials

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:
- HB4545 accelerated learning
- SEL methods/lessons used to help student needs

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The SDMC committee annually evaluates the school-wide plan and puts procedures in place for the campus. The combination of people composed of the SDMC committee. The committee consist of, administrators, parents, community representatives, and business representatives.

Parents:Laura Mayorga, Courtnire Cousin

Administrator: Dana Darden

Classroom Teachers: Elaine Reed, Adriane Kinnibrew, Edgardo Jimenez, Cynthia Requena

Community Representatives:

Non-Instructional: Patricia Morris

Special Education: Ximena Lozano

Other Instructional Professional: Carolyn Collins

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Laura Mayorga and Courtnire Cousin
- Admin.-Dana Darden
- Parent and Engagement Rep.-Karla Ocanas
- Title I-Charlecia Perkins
-
-

The PFE was distributed

- On the campus website
- Open House
- Copies available for Parents in the front office
- Connect Ed call out

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Family Night activities once a month
- After school and out of school events and outings
- PTO meeting monthly
- Meet and communicate with parents at bot morning drop off and dismissal pick up locations

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 21-22, 2022 (4:30-6:00 PM)
- Meeting #1 Alternate -September 29, 2022 (5:00-6:30 PM)
- Meeting #2 -
- Meeting #2 Alternate -
- Meeting #3 -
- Meeting #3 Alternate -
- Meeting #4 -
- Meeting #4 Alternate -

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Etalia Castillo	Parent Engagement Representative		100

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Dana Darden	Principal
Professional Staff -Other	Carolyn Collins	Teacher Specialist
Classroom Teacher	Edgardo Jimenez	Classroom Teacher
Classroom Teacher	Elaine Reed	Classroom Teacher
Classroom Teacher	Adriane Kinnibrew	Classroom Teacher
Classroom Teacher	Cynthia Requena	Classroom Teacher
Professional Staff -Other	Patricia Ward-Morris	Counselor
Special Education Chair	Ximena Lozano	Special Education Chair
Non-classroom Professional	Karla Ocanas	LEP Clerk
Business Representative	Laura Mayora	Business Representative
Community Representative	Pablo Venturini	Community Representative
Parent	Courtnire Cousin	Parent
Parent	Brenda Guzman	Parent

Campus Funding Summary

2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	1		6400 - Other Operating Expenses	\$0.00
Sub-Total						\$0.00
4290000000 - State Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	1		6400 - Other Operating Expenses	\$0.00
Sub-Total						\$0.00