

Houston Independent School District

268 Benbrook Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

The following strengths were identified based on a review of the preliminary 2022-2023 data:

****Areas of Strength (Based on 2021-2022 data):****

1. ****Reading**** showed the highest percentage of students who met and mastered the subject with ****53.1%**** meeting and ****28.1%**** mastering.
2. ****Math**** has a significant percentage of students approaching the standard at ****82.3%**** with ****49.5%**** meeting and ****23.4%**** mastering.
3. ****Science****, students approaching the standard at a rate of ****75.4%****.

****Academic Improvement Over the Years:****

1. ****Math**** 4th grade math saw a increase of meets performance from 49% to 53% in 2021-2022 compared to 2022-2023.

****Attribution of Improvement:****

1. Effective teaching strategies and curricula.
2. Interventions for struggling students.
3. Engaging learning materials and resources.
4. Active parental involvement and consistent communication.

****Areas Where Students Excelled:****

1. ****Math**** 4th grade math saw a increase of meets performance from 49% to 53% in 2021-2022 compared to 2022-2023.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: While Benbrook Elementary exhibited a significant strength in Reading in the 2021-2022 academic year, there was a noticeable decline in Reading proficiency across the "Meeting" and "Mastering" categories in the 2022-2023 academic year. **Root Cause:** To address the decline in Reading proficiency, Benbrook Elementary should investigate the causes behind the drop. Potential root causes may include changes in teaching methods, curriculum, or resources that may have impacted students' Reading skills negatively. The school needs to identify and rectify these issues to restore and enhance Reading proficiency.

Problem of Practice 2: Math proficiency witnessed a decrease in all areas (approaching, meeting, and mastering) in the 2022-2023 academic year compared to the 2021-2022 academic year. **Root Cause:** To tackle the Math proficiency decline, Benbrook Elementary should perform a comprehensive analysis to identify the causes of this decrease. Possible root causes might include adjustments in the curriculum, teaching strategies, or a need for enhanced Math resources. By pinpointing these issues, the school can take corrective measures to improve Math proficiency.

Problem of Practice 3: The most significant drop occurred in Science proficiency, particularly in students approaching, meeting, and mastering the subject in the 2022-2023 academic year. **Root Cause:** To address the significant decline in Science proficiency, Benbrook Elementary should conduct a thorough review to determine the factors contributing to this deterioration. Possible root causes could be curriculum changes, teaching methods, or the need for additional Science-related support. Identifying and addressing these issues is vital for the restoration of Science proficiency.

School Culture and Climate

School Culture and Climate Summary

At Benbrook Elementary, we prioritize creating a safe and welcoming environment for all stakeholders. To achieve this goal, we collect feedback from students, parents, and staff through various channels. We ask for feedback in person during FACE meetings, SDMC meetings, Coffee with the Principal, PTO meetings, and Faculty Meetings. In addition, we offer a form on the school website for collecting suggestions and feedback. We value and encourage the opinions of all stakeholders and strive to continuously improve based on their feedback.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Our scholars have provided us with valuable data regarding the strengths of our campus. According to the data, the quality of teaching and the amount of learning experienced by students from their teachers are our key areas of strength. An overwhelming 92% of our students feel that their teachers are highly respectful.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Benbrook Elementary, we have put a lot of effort into creating a school-wide culture that values the use of CHAMPS. However, despite our best efforts, we are facing some challenges with high noise levels and off-task behavior during hallway transitions and lunchtime in the cafeteria. **Root Cause:** The teachers at our school have not been consistently setting and modeling expectations for CHAMPS, which is our behavior management system. This lack of consistency has resulted in confusion and inconsistency among students. Additionally, our cafeteria monitors have not received adequate training on behavior expectations, which has led to further disruptions during lunchtime.

Problem of Practice 2: Despite Class Dojo's capabilities and our school's focus on strong teacher-parent communication, 30% of teachers at Benbrook Elementary are not utilizing the platform consistently and effectively. This has been confirmed through parent surveys and frequent inquiries from parents. **Root Cause:** The incomplete participation of parents on Class Dojo has led teachers to underutilize the platform, resulting in inconsistent and ineffective communication between teachers and parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Benbrook Elementary School indicates varying levels of student performance across different subjects and years, suggesting areas where teacher quality and instructional methods may need attention. In the 2021-2022 academic year, a significant percentage of students approached or met the standards in math (82%), reading (80%), and science (75%). However, there was room for improvement, especially in the mastery level, where percentages were comparatively lower, particularly in science (17%). In the following year, math performance declined, with 32% of students not meeting the standards, and reading performance remained relatively stable. Science performance saw a notable decline, with 53% of students not meeting the standards and only 19% achieving mastery. These results underscore the need for targeted interventions, professional development, and support for teachers, especially in addressing the challenges faced in science education at Benbrook Elementary School. Continuous efforts to improve teacher quality and student achievement are crucial to ensuring a higher level of academic success for all students.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Benbrook ES, there were 26 teachers as of June 1, 2023. Six teachers left the campus by October 25, 2023, resulting in a turnover rate of 23%. The staff attendance rate was 97%, indicating a strong commitment from our staff. To recruit highly effective staff, we implement teacher apprenticeships and actively participate in job fairs as part of our proactive strategy to attract exceptionally skilled educators to our campus.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction.

Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10

observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted. The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes.

To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The data for Benbrook Elementary focuses on the demographic characteristics of the school's teaching staff, including gender distribution and years of experience.

Strengths:

- **Gender Diversity:** The data indicates that the school has a good gender balance among its teaching staff. With 19 female staff members and 5 male staff members, the school appears to have a diverse teaching team in terms of gender. Gender diversity can contribute to a well-rounded and inclusive learning environment.
- **Experience Levels:** Benbrook Elementary has a mix of teaching experience levels, with a significant number of teachers (11 out of 24) having 11 or more years of experience. Having experienced teachers on staff can be a strength, as they often bring a wealth of knowledge and expertise to the classroom.

Professional Development Practices

The specific professional development programs at Benbrook Elementary that contributed to its strengths, such as gender diversity and a mix of experienced teachers, are not detailed in the available data. However, some general assumptions about the types of professional development that might have played a role include diversity and inclusion training, mentoring and support programs, collaborative learning communities, subject-specific training, leadership development, and culturally responsive teaching. To gain a more precise understanding of the professional development practices on campus, it would be necessary to consult with the school's administration or teachers, as these programs are often tailored to the unique needs and goals of the school.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Varied Levels of Student Performance: Data from Benbrook Elementary School reveals varied levels of student performance across different subjects and academic years. While some subjects show strong achievement in meeting standards, others, particularly in science, exhibit notable challenges in meeting the expected standards. This inconsistency in student performance indicates a need for targeted i **Root Cause:** Limited Focus on Science Education: A root cause may be the insufficient focus on science education, resulting in students facing challenges in this subject. It is crucial to address the unique needs and challenges of science education and ensure that teachers are equipped with the necessary skills and resources. Enhancing science education practices can help bridge the gap in student performance.

Problem of Practice 2: High Turnover Rate: Benbrook Elementary School experiences a relatively high turnover rate of 23%. High staff turnover can disrupt the continuity of education and impact student achievement. Strategies are needed to address the turnover issue and retain highly effective educators. **Root Cause:** Insufficient Retention Strategies: A root cause may be the absence of comprehensive retention strategies. To address the high turnover rate, the school must investigate why teachers are leaving and develop effective retention measures, such as mentorship programs, professional development, or targeted support to retain highly effective staff members.

Problem of Practice 3: Inadequate Monitoring of Professional Development Impact: While staff have attended various professional development sessions, the data does not provide information on the impact of these sessions on performance. The school lacks systematic monitoring and accountability mechanisms to assess the effectiveness of professional development and ensure it translates into improved teaching practices. **Root Cause:** The root cause may be the absence of a robust system for monitoring the implementation of learned strategies and assessing their impact on staff performance. Addressing this issue requires implementing more thorough feedback and follow-up mechanisms to measure the influence of professional development on teaching quality and student outcomes.

Parent and Community Engagement

Parent and Community Engagement Summary

Culturally Responsive Approaches: We have incorporated culturally responsive practices, acknowledging the diversity within our school community. This has made parents from various cultural backgrounds feel more welcomed and included.

Stronger Sense of Community: Greater parental involvement has fostered a stronger sense of community within our school. This cohesion has a ripple effect on both student and teacher morale and has made our school a more inclusive and supportive environment.

Greater Parent Satisfaction: As a result of improved communication and involvement, parents are generally more satisfied with the school experience for their children. Their confidence in the school's ability to educate and care for their children is enhanced.

Parent and Community Engagement Strengths

It has been observed that parents of young children in pre-K through 3rd grade tend to be highly engaged in their children's activities. They are often seen volunteering in classrooms, attending parent-teacher conferences, and participating in school events. However, as children progress to higher grades, parental involvement tends to decrease, perhaps due to increased academic demands and extracurricular activities.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Although parents and guardians play an active role in the school community, it is not always clear how their involvement translates into improving student achievement or learning outcomes. **Root Cause:** This issue results from the lack of effective communication between schools and parents regarding academic requirements and progress.

Problem of Practice 2: One of the issues that schools face is the communication channels they use for parents and guardians, such as newsletters, emails, or apps, may not be user-friendly or effective in conveying important information. This can result in parents missing out on important updates related to their child's education, leading to confusion and lack of engagement with the school. **Root Cause:** One of the root causes of the problem is the absence of well-established and user-friendly communication channels that allow parents to receive and provide feedback and information.

Problem of Practice 3: During the 2022-2023 school year, the number of successful FACE events increased from Platinum Status in 2021-2022 to Diamond Status in 2022-2023. The term "diamond status" refers to the challenge of maintaining the highest level of family engagement and participation in school activities. This involves sustaining the most significant amount of involvement from families in school events. **Root Cause:** One of the root causes for poor event attendance is the lack of engaging and academically enriching activities for families to enjoy together.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Key Actions

Revised/Approved: October 24, 2023

Key Action 1: Increase the level of teacher-student interaction by incorporating multiple response strategies at least four times during whole-group direct instruction.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Use of MRS Strategies

Indicator 1: Our objective is to provide teachers with the necessary resources to integrate at least three or more multiple-response strategies in their everyday whole-group instruction. We aim to have 65% of teachers capable or above of implementing these strategies by October and increase it to 85% by December. By February 2024, we aim to have all teachers proficient in this area. To accomplish this, every teacher will participate in one monthly Spot On observation session and receive daily coaching to improve their teaching skills. By November, we plan to ensure that 100% of our students consistently interact with their teachers by incorporating MRS everyday strategies.

Indicator 2: By the end of September 2023, teachers will daily implement three multiple-response strategies per learning objective to ensure complete engagement between themselves and their students. By December of the same year, these strategies will increase to 75% at four MRS per learning objective, maintaining a 100% student engagement rate. In February, the number of response strategies employed during whole-group instruction will be raised to 100% at five MRS strategies.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Collaboration between leaders and staff to offer coaching and training and development</p> <p>School Leaders' Actions</p> <p>Every Tuesday, the administrative team will monitor the vertical Professional Learning Communities (PLCs) for Pre-K to Kindergarten, 1st to 2nd, and 3rd to 5th grade. During these sessions, teachers will work together to internalize and annotate lesson plans from Eureka and Amplify. Teachers will work collectively with the admin team to identify appropriate placement of MRS strategies in the lesson plan. Additionally, they will participate in weekly peer-to-peer "AT-Bats" to collaborate, plan effectively and improve delivery.</p> <p>The leadership team will dedicate 80% of their daily schedule to offering coaching and feedback to enhance the execution of various multiple response strategies. The same day and & following day, an instructional leader will come to visit and ensure that the improvements have been effectively implemented.</p> <p>The instructional leadership team will conduct pre-service and weekly PLCs to help teachers internalize and practice eight multiple-response strategies. Afterward, the administrative team will ensure that these strategies become a regular part of teachers' daily routines as evident on the Spot checks.</p> <p>Staff Actions</p> <p>In order to ensure consistency, teachers will utilize the same multiple response strategies outlined on the campus calendar. They will also meet with their peers on a weekly basis to evaluate the effectiveness and delivery of these strategies, acknowledging both any victories/ opportunities for improvement.</p> <p>Teachers will utilize the eight multiple-response strategies to engage with their students daily. These multiple-response strategies will be used during daily whole-group instruction to incorporate writing, listening, and speaking skills. During the daily instructional block, students will have the chance to participate in at least 2 LO student table talk sessions. This will allow students to daily articulate what they have learned, how they plan to learn, and how they will measure their success. Teachers will incorporate daily sentence starters to encourage student dialogue.</p> <p>Teachers will participate in monthly walks to observe their colleagues implementing multiple response strategies. They will use a peer-to-peer observation form to record instructional evidence, focusing on specific teacher and student behaviors, such as using various response strategies and teacher-student engagement. After the walks, teachers will provide constructive feedback the next day to their peers to help improve student outcomes. Administrators will review the collected data and provide feedback the following day.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 2: Implement academic interventions with fidelity by adhering unwaveringly to the non-negotiables established by the campus, ultimately driving toward improvement in academics for TIER II and III scholars in reading and math.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased MAP & STAAR Scores

Indicator 1: We have identified 62 Tier II-III students in math and 83 in reading. Through bi-weekly monitoring for TIER II and weekly progress monitoring for TIER III, we expect that 75% or more of these students will display academic progress during the second administration of the Map assessment.

Indicator 2: All teachers will provide daily academic interventions to Tier II and III students by November. The aim is to help 60% of 3rd to 5th graders achieve a 65% or higher passing grade on the December Reading and Math STAAR interim.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase leadership progress monitoring and coaching opportunities for development and feedback</p> <p>School Leaders' Actions</p> <p>The team responsible for instructional leadership will monitor twice a week the intervention process for hourly lecturers and ancillary staff, and once a week for TIER 2 leaders throughout the year.</p> <p>The administrative team will hold weekly meetings with the ancillary team to discuss the intervention support given to our scholars and assess the effectiveness of these efforts. Ancillary support will bring artifacts and evidence of progress.</p> <p>The campus leadership team will provide pre-service training to teachers, hourly lecturers, and ancillary staff on daily intervention expectations. Our leadership team will provide weekly personalized coaching and feedback to teachers, hourly lecturers, and ancillary staff who provide daily intervention at least twice weekly.</p> <p>Staff Actions</p> <p>Teachers will analyze daily DOL, common assessments, BOY, MOY, and EOY assessments in order to guide their daily Intervention Block. During this block, they will pull small groups of 4 to 5 students to provide targeted and differentiated instruction for 15-20 minutes. Following each small group session, the teacher will evaluate the effectiveness of the intervention by administering a mini-assessment consisting of 3 to 4 questions.</p> <p>The ancillary interventionists will work together with the teacher for their specific grade level to create a personalized intervention plan for students who need academic assistance. The staff members will gather small groups of 4 to 5 learners daily to offer focused support. At the end of each session, a DOL assessment will be conducted, and the results will be provided to the teacher on a daily basis.</p> <p>Teachers will progress monitor TIER II scholars every two weeks and TIER III scholars every week. They will use the data to make informed decisions about whether to move students between the different tiers, and how best to provide interventions, via pull out, push in or small group support.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 3: Decrease the number of scholars with excessive absences per grade level by creating individualized interventions and providing additional support systems.





Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: Increased student attendance

Indicator 1: As a campus, we aim to improve our attendance rate from 93% to 95% or higher for the 2023-2024 school year. To achieve this, we plan to implement home visits, weekly attendance interventions, and a mentorship program.

Indicator 2: Our goal for the 2023-2024 academic year is to significantly decrease the number of scholars with excessive absenteeism in prekindergarten to 1st grade. By holding four parent meetings by December we achieve this by reducing an average of 11 students, which is equivalent to approximately 30% of the affected population.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase opportunities for data driven decision making regarding attendance</p> <p>School Leaders' Actions</p> <p>Tier 1 and Tier 2 administrators will use trend data to identify which sub-groups of students are most vulnerable to absenteeism. They will then coordinate an early intervention meeting with parents on or before September 15, 2023. To provide additional support, the administration will conduct home visits.</p> <p>Each week, the school administrators and Attendance Review Committee will meet to discuss students with frequent absences. Together they will explore solutions and create a plan to reduce the number of absences for each monitored student on a weekly basis.</p> <p>The leadership team will serve as attendance mentors to assist students who frequently miss classes by offering tailored interventions and guidance. These mentors will meet with their assigned mentees daily to establish a positive connection. Additionally, they will regularly check their mentees' attendance records and inform parents if there are any concerns about absenteeism. Lastly, the grade level that shows the most improvement in reducing frequent absences will receive a month-end ice cream party to celebrate their success.</p> <p>Staff Actions</p> <p>Parent-teacher conferences will be scheduled monthly to discuss excessive absences and challenges. During these conferences, the importance of attending school regularly will be emphasized. At the next conference, the teacher and parent will analyze whether there has been a positive or negative change in attendance.</p> <p>On a daily basis, teachers will follow the campus-wide attendance procedures to tackle the issue of excessive absenteeism. They will select a maximum of 10 students each week who exhibit a pattern of excessive absenteeism and inform the attendance committee.</p> <p>Every month, teachers will meet with their assigned grade-level administrator to discuss attendance percentages. During these meetings, effective strategies will be developed collaboratively to reduce absenteeism before the next meeting. Our campus will also continue to offer incentives for perfect attendance.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 4: Increase the overall passing rate of our Special Population by 25% on STARR Math, Reading, and Science summative assessments through daily individual supports and differentiated instructional strategies.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Success will be seen when special education and emergent bilinguals show improvement of state accountability assessments.

Indicator 1: By closely implementing and tracking Individualized Education Plans (IEPs), 504 plans, and dyslexia plans, our goal is for 75% of students with special education needs to demonstrate a 25% improvement in their academic performance on campus, district, beginning of year, middle of year, end of year, and state interim assessments by the end of the year.

Indicator 2: EB scholars will consistently evaluate and enhance their language proficiency in listening, speaking, reading, and writing. The campus-wide objective is to elevate the TELPAS scores from 52% to 58% by instituting weekly checkpoints with the assistance of Sumit-k12.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Leaders and staff will take actions to support instructional coaching and professional development focused on enhancing instruction for emergent bilingual and special education students.</p> <p>School Leaders' Actions</p> <p>Every week, the administrative team and classroom teachers will come together for Professional Learning Communities (PLCs) to review data and evaluate the effectiveness of TIER I instruction for our students with Dyslexia, 504 plans, and Special Education needs. This is aimed at increasing their passing rate. The administrative team will use this information to select student ambassadors who will be closely monitored during classroom visits.</p> <p>Every week, the administrative team and classroom teachers will come together for Professional Learning Communities (PLCs) to review data and evaluate the effectiveness of TIER I instruction for our students with Dyslexia, 504 plans, and Special Education needs. This is aimed at increasing their passing rate. The administrative team will use this information to select student ambassadors who will be closely monitored during classroom visits.</p> <p>The district support will collaborate with the leadership team to provide teachers with regular professional development sessions during PLCs, with a focus on effective intervention strategies for students with Dyslexia, 504, and special education needs. These efforts aim to improve the passing rate of these students. The leadership team will also visit classrooms to observe teacher implementation and provide coaching and feedback. The identified strategies will be utilized daily by the faculty and intervention support during small groups, targeted pull-out, and push-in sessions. As a result of implementing these strategies, 80% of scholars are expected to show academic growth.</p> <p>Staff Actions</p> <p>The teacher will provide opportunities for students to use specific designated supports each day based on the student's individualized education plans (IEPs) and those with 504/Dyslexia plans. The teacher will assess the effectiveness of these resources regularly and make any necessary modifications to improve the student's success rate.</p> <p>Teachers will hold weekly conferences led by the students to assess how well they utilize the available resources for academic advancement. Subsequently, the teachers will keep track of each student's progress and provide an update on their status the following week.</p> <p>Teachers will meet with their ancillary interventionist weekly. During the meeting, they will share instructional data and resources that will help support small group pull-out sessions. After each intervention session, the teacher will carefully examine the data provided by the interventionist and use it to inform their instruction.</p>	Formative			Summative
	Feb	Mar	Apr	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: \$124,416.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Benbrook Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Addendums