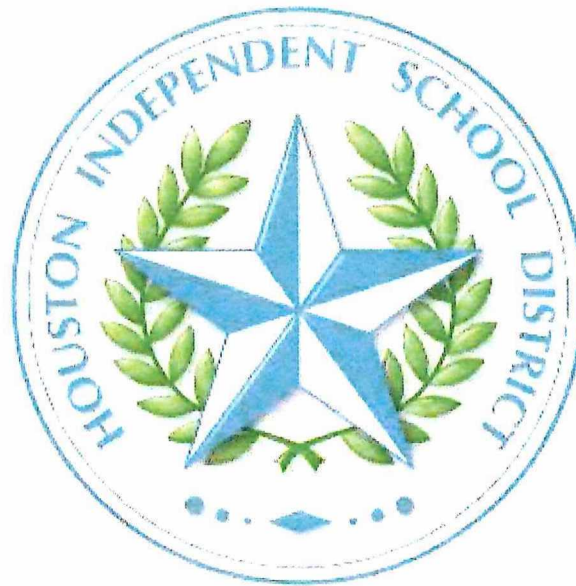


**Houston Independent School District**  
**295 Benavidez Elementary School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

The mission of Benavidez Elementary School is to commit to delivering a quality education that provides our students with a foundation for their future. Our school focuses on the whole child in order to build students' academic, social emotional, and character skills.

## Vision

To create a school environment that provides quality educational opportunities to all students in order to prepare them for success in middle school.

## Core Values and Beliefs

### Core Values

- - *Expectations Education Environment Excellence Everyone Everyday*
  - We have high expectations for every child we teach and for every teacher who teaches.
  - We provide the highest quality education possible to every child who enters our building.
  - We provide a safe learning environment that is clean and orderly.
  - Excellence in character and work ethic is expected from everyone.
  - Everything we do as educators Matters...Everyday.
  - And Every child we teach Matters...Everyday.

### Beliefs

#### Our Motto

- - Believe WE CAN...Know WE WILL!!
  - We teach whoever walks through our doors: Newcomers, Refugees, Asylee, Special needs...we welcome all families and will do our absolute best to provide for the diverse needs of all of our students. We believe our students can be successful...We know our students will be successful!

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Benavidez was an overall "C" rating and continues to work on its academic programs, such as establishing routines that ensure student success. The priority needs of Benavidez Elementary are Language Acquisition for our newcomers, which has greatly increased over the past two years, strengthening of the foundational grades instructional best practices and Math numerical fluency and academic vocabulary in multi-step problem solving. We work to meet the specific needs of our Newcomer ESL students and English language acquisition of all of our students. We focus on ESL instruction and progress monitoring in Listening, Speaking, Reading and Writing in order to push our students to advanced and advanced high levels in English, to be developmentally ready for transition. The overall 2019 STAAR results for grades 3-5 were 64% Approaches, 30% met Meets level, and 13% met the Masters level. The Reading Approaches level results reflect a decrease in the scores from the previous year. Based on our DRA results, we should focus on targeted interventions in our ESL and Bilingual classes in the lower grades, to ensure that we increase the number of students reading on grade level by the end of the 3rd grade. Progress monitoring is imperative as we track the growth of each student. This school year we will be focusing on guided reading and small group interventions to provide targeted instruction and intervention to our Tier 2 and Tier 3 students. Foundationally, students' math skills have been on the decline. We will focus our working towards strengthening our students' math concepts and skills through differentiation to increase the Mastery level. We will provide our students with consistent opportunities to work from concrete to abstract with multi-step problem solving throughout all categories where students need to apply not only mathematical concepts and numerical fluency but also academic vocabulary.

We showed growth in all accountability areas including our overall rating. We went from an overall D in 2018 to a C in 2019. We focused on student growth by conferencing and data tracking, we implemented a targeted intervention block and we focused on the implementation of Sheltered Instructional practices to increase student engagement for our large EL population. Based on the needs below, our root cause is due to lack of professional development focused on planning, specifically backwards planning, with the end in mind. Teachers lack the skills to understand how to respond to the data they are receiving from students and lack of monitoring the planning process. We need to show improvement in the following areas: Special Education progress, Lower grades Reading and Math, upper grades Reading, Writing and Science. We will focus our efforts to provide even more targeted interventions for our special education students. We will track data for each student to ensure that they are responding to their IEP supports. If not, we must make adjustments in order to meet the needs of the child for their academic success. With our high percentage of Newcomers and ESL reading is an area that needs extra support, especially in the foundational grades. This school year, we have added a Reading Specialist specifically to work with lower grades and building teacher capacity. The goal is that our lower grade students enter 3rd grade with a strong foundation. In order to make increases in Writing, working with grades 2 and 3 specifically to build in structured writing activities as part of the regular daily routine in order to positively impact 4th grade Writing. Lack of academic vocabulary and building on math foundational skills, numeracy and moving from hands-on to abstract is struggle for our students. Working with TDS support we will focus on building teacher capacity.

# Demographics

## Demographics Summary

Benavidez is located in the heart of the Gulfton area, one of the most diverse areas in Houston. The student body of Benavidez Elementary consists of around 1000 students from PK through 5th grade; enrollment did decrease due to the impact of the pandemic from 1060 to 950 in the 2020-2021 school year, and in the 2021-2022 school year enrollment is at 920 students. 75% of the students are Hispanic, 10% are African American, 12% Asian, and 1% white or other. 99+% of the campus qualifies as Economically Disadvantaged. 86% of Benavidez students are English Language Learners. Benavidez is also the elementary school in HISD with the highest number enrollment for Newcomer/Refugee students and we have close partnerships with The Alliance and Amanaah Refugee Services. The majority of our students are Hispanic from Central and South America and the Caribbean, however, we also have a significant number of Afghan students, at around 200. Benavidez is a very diverse campus with students from all over the world who speak more than 35+ languages. Our ESL classrooms are a true representation of our diversity with students of different backgrounds and cultures learning English. Our Wrap Around Resource Specialist is dynamic and has built a sustained Benavidez Food Pantry to assist many of our families. We were a part of the HISD All In! Pilot program, which provided us the ability to offer summer programming for our students, such as Theater, MECA Folkloric Dance, Art, Dynamo Soccer, Basketball, Robotics, as well as 12 tutors from iEducate. We have an active parent center and growing PTO with parents who are always seeking ways to support our school. This past school year we focused on Cultural Relevance and learning to celebrate and understand our diverse cultures more, in order to build a strong sense of belonging and community. We will continue our efforts in this area as it has made a difference in how our students interact with one another. This school year we are adding two Teacher Specialists to support Math in both upper and lower grades and a Data Specialist. With a large campus, having four specialists will provide more opportunities for teachers to receive more one on one instructional support. Three percent of our students are identified as gifted and talented and are served in the Neighborhood Vanguard Program. Benavidez Elementary staff is comprised of 63 teachers, 10 teachers assistants, 2 Interventionists, 1 Counselor, 1 Wrap Around Resource Specialist, 4 teacher specialists, 2 Assistant Principals and 1 Principal. In 2019, Benavidez was an overall "C" rating and continues to work on its academic programs, such as establishing routines that ensure student success. The priority needs of Benavidez Elementary are Language Acquisition for our newcomers, which has greatly increased over the past two years, strengthening of the foundational grades instructional best practices and Math numerical fluency, and academic vocabulary in multi-step problem solving. We work to meet the specific needs of our Newcomer ESL students and English language acquisition of all of our students. We focus on ESL instruction and progress monitoring in Listening, Speaking, Reading and Writing in order to push our students to advanced and advanced high levels in English, to be developmentally ready for transition. The overall 2019 STAAR results for grades 3-5 were 64% Approaches, 30% met Meets level, and 13% met the Masters level. The Reading Approaches level results reflect a decrease in the scores from the previous year. Based on our DRA results, we should focus on targeted interventions in our ESL and Bilingual classes in the lower grades, to ensure that we increase the number of students reading on grade level by the end of the 3rd grade. Progress monitoring is imperative as we track the growth of each student. This school year we will be focusing on guided reading and small group interventions to provide targeted instruction and intervention to our Tier 2 and Tier 3 students. Foundationally, students' math skills have been on the decline. We will focus our work towards strengthening our students' math concepts and skills through differentiation to increase the Mastery level. We will provide our students with consistent opportunities to work from concrete to abstract with multi-step problem solving throughout all categories where students need to apply not only mathematical concepts and numerical fluency but also academic vocabulary.

## Demographics Strengths

Support services to families are a huge strength at Benavidez. We serve a large population of recent immigrant families and Refugee/Asylee families. With our partnerships with Alliance and Amanaah Refugee Services we are able to provide mentoring and tutorial services every school year. Our Wrap Around partnerships have tremendously supported our students and their families through the transition of coming to a new school, and providing for basic needs and Social Emotional Support.

In the 2020-2021 school year, all of our students took the STAAR assessment online for the first time. Although we did see a significant drop from the 2019 STAAR results, there were still noted areas of strength:

## STAAR:

5th grade Spanish Reading at 63% Approaches

5th grade ESL Math at 41% Approaches

5th grade ESL Reading at 41% Approaches

3rd grade Bilingual Reading at 45% Approaches and

3rd grade Bilingual Math at 41% Approaches

**HFW:**

In the HFW evaluation, we saw an increase in our 1st grade ESL students who passed the assessment. Our ESL classes have the highest number of EL Newcomers.

**Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1:** Attendance was negatively impacted during the 2020-2021 school year due to students students having to quarantine and moving in and out of virtual instruction. **Root Cause:** Students had connectivity issues along with having to go in and out of school to quarantine based on exposure and illness.

# Student Learning

## Student Learning Summary

### Cumulative by Subject

| Grade/Subject | DNM   |             | Approaches |             | Meets |             | Mas   |
|---------------|-------|-------------|------------|-------------|-------|-------------|-------|
| Row Labels    | Count | Percentages | Count      | Percentages | Count | Percentages | Count |
| Mathematics   | 268   | 73%         | 101        | 27%         | 38    | 10%         | 12    |
| Reading       | 230   | 62%         | 141        | 38%         | 58    | 16%         | 23    |
| Science       | 77    | 69%         | 34         | 31%         | 7     | 6%          |       |
| Writing       | 96    | 81%         | 23         | 19%         | 6     | 5%          | 1     |

## Student Learning Strengths

The student learning strengths at Benavidez ES for the 2020-2021 school year are as follows:

- STAAR 5th grade Spanish Reading: 62% Approaches
- 3rd grade Spanish Reading - 49% Approaches

## Cumulative by Grade



| Grade/Subject | DNM   |             | Approaches |             | Meets |             | Masters |             | Total  | Total |
|---------------|-------|-------------|------------|-------------|-------|-------------|---------|-------------|--------|-------|
| Row Labels    | Count | Percentages | Count      | Percentages | Count | Percentages | Count   | Percentages | Tested | Count |
| 3-ME          | 38    | 73%         | 14         | 27%         | 6     | 12%         | 4       | 8%          | 52     | 165   |
| 3-MS          | 52    | 60%         | 34         | 40%         | 13    | 15%         | 3       | 3%          | 86     | 165   |
| 3-RE          | 38    | 73%         | 14         | 27%         | 7     | 13%         | 1       | 2%          | 52     | 165   |
| 3-RS          | 45    | 51%         | 43         | 49%         | 17    | 19%         | 10      | 11%         | 88     | 165   |
| 4-ME          | 51    | 81%         | 12         | 19%         | 4     | 6%          | 1       | 2%          | 63     | 133   |
| 4-MS          | 48    | 83%         | 10         | 17%         | 2     | 3%          |         | 0%          | 58     | 133   |
| 4-RE          | 47    | 73%         | 17         | 27%         | 5     | 8%          | 2       | 3%          | 64     | 133   |
| 4-RS          | 47    | 81%         | 11         | 19%         | 4     | 7%          |         | 0%          | 58     | 133   |
| 4-WriE        | 53    | 84%         | 10         | 16%         | 2     | 3%          |         | 0%          | 63     | 133   |
| 4-WriS        | 43    | 77%         | 13         | 23%         | 4     | 7%          | 1       | 2%          | 56     | 133   |
| 5-ME          | 36    | 60%         | 24         | 40%         | 9     | 15%         | 3       | 5%          | 60     | 122   |
| 5-MS          | 43    | 86%         | 7          | 14%         | 4     | 8%          | 1       | 2%          | 50     | 122   |
| 5-RE          | 34    | 58%         | 25         | 42%         | 14    | 24%         | 9       | 15%         | 59     | 122   |
| 5-RS          | 19    | 38%         | 31         | 62%         | 11    | 22%         | 1       | 2%          | 50     | 122   |
| 5-SciE        | 77    | 69%         | 34         | 31%         | 7     | 6%          |         | 0%          | 111    | 122   |

### Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** The percentage of students at the Approaches, Meets, and Masters level as measured by the 2021 STAAR, drastically decreased in both Reading and Math. **Root Cause:** Teachers were not equipped with the knowledge and know-how to provide high quality hybrid instruction and effective small group instruction for our EL and ESL students.



# School Processes & Programs

## School Processes & Programs Summary

The processes and programs at Benavidez ES are as follows:.

### Traditional Bilingual Program:

- 3 Bilingual classes in Prekindergarten.
- 4 Bilingual classes in Kindergarten.
- 4 Bilingual classes in First grade.
- 4 Bilingual classes in Second grade.
- 5 bilingual classes in Third grade.
- 3 Bilingual classes in Fourth grade.
- 1 Transitional Bilingual (taught in English) class in 4th grade.
- 2 Bilingual classes in Fifth grade.

### ESL Program:

- 1 ESL class in Prekindergarten.
- 2 ESL classes in Kindergarten.
- 2 ESL classes in First grade.
- 2 ESL classes in Second grade.
- 3 ESL classes in Third grade.
- 3 ESL classes in Fourth grade.
- 4 ESL classes in Fifth grade.

### Special Education:

- Resource
- PALS
- PSI
- SLC Alt

### Enrichment:

- Art
- 2 PE classes
- Science Lab
- Computer Lab
- Music
- Library

### Intervention:

- Master Schedule Intervention Block Kinder - 5th grade

- Imagine Learning during Computer Lab
- Interventionists for Reading and Math: 3rd-5th pull out
- Multilingual Long Term EL Interventionist: 4th and 5th
- Logicepts Intervention: 3rd-5th
- HISD All IN!

#### **Organizational:**

**Administrative-** Principal, 2 Assistant Principals, 4 Teacher Specialists (PK-2, 3-5 Reading, 3-5 Math/Science, Data PK-5)

**Student Support-** Counselor, Wrap Around Specialist, 4 Interventionists

#### **Retention and Support-**

- Campus Induction Coach: Assigned Mentors, New teacher iLearn monthly support meetings
- Weekly PLCs - upper grades
- Biweekly PLCs - lower grades
- GAP Time Intervention - Kinder-5th

#### **School Processes & Programs Strengths**

Our school processes and programs strengths are:

- Teacher retention/Teacher Consistency was a strength in 2021. We retained 94% of our teachers.
- Increased Teacher Specialist team to include a Math/Science Specialist in 3rd-5th and a Data Specialist.
- We have multiple Interventionists to support our Intervention schedule.
- Wrap Around Services to support the needs of our students and families: Benavidez Food Pantry
- Participate in the HISD ALL IN! Program. This program was developed to meet the needs of the whole child and community: Social Emotional and Physical Health, Wrap Around Services and Basic Needs, Fine Arts and Field Trips, Enrichment, Tutorials, STEM and Parent Community Engagement. Through this program, the students at Benavidez were able to have a summer enrichment program to balance with academic summer school program.

#### **Problems of Practice Identifying School Processes & Programs Needs**

**Problem of Practice 1 (Prioritized):** Small group instruction and interventions were not implemented with consistency and fidelity. **Root Cause:** With teachers implementing a Hybrid instructional model, they were less effective in their small group instruction. Virtual students were unable to make the necessary instructional connections .

# Perceptions

## Perceptions Summary

### Culture

The mission of Benavidez Elementary School is to commit to delivering a quality education that provides our students with a foundation for their future. Our school focuses on the whole child in order to build students' academic, social emotional and character skills.

### Climate

The climate of Benavidez ES is very positive. When students enter the building, they know they are safe and cared for. You Matter! We greet everyone with a smile and are ready to give a hug or a high five...whatever our students need to start their day. We also embrace and celebrate our unique diversity: One School Many Cultures.

### Core Values

- *Expectations Education Environment Excellence Everyone Everyday*
  - We have high expectations for every child we teach and for every teacher who teaches.
  - We provide the highest quality education possible to every child who enters our building.
  - We provide a safe learning environment that is clean and orderly.
  - Excellence in character and work ethic is expected from everyone.
  - Everything we do as educators Matters...Everyday.
  - And Every child we teach Matters...Everyday.

### Beliefs

- **Our Motto**
  - Believe WE CAN...Know WE WILL!!
    - We teach whoever walks through our doors: Newcomers, Refugees, Asylee, Special needs...we welcome all families and will do our absolute best to provide for the diverse needs of all of our students. We believe our students can be successful...We know our students will be successful!

### How do we do business?

- **Focus Areas**
  - Quality Tier I Instruction
  - Guided Reading and Math with data driven workstations
  - Small group Skills-based Interventions

## Perceptions Strengths

The perception strengths for Benavidez ES are as follows:

- We have a school culture of trust and caring, focusing on building relationships with our diverse population of students (newcomer, refugee, asylee). Many of these students come to us with different levels of trauma and we respond.
- We have a very strong Wrap Around Specialist who connects resources to our families and provides food through the Benavidez Food Pantry and Back Pack Buddies.
- We celebrate our diversity and focus on Cultural Relevance.
- Our Counselor created a morning routine for the students that includes learning about important figures in the different cultures that represent our school, social skills, and book studies with students and contributing to the climate of caring and love.

**Problems of Practice Identifying Perceptions Needs**

**Problem of Practice 1:** 30% of our returning students did not participate in in-person learning in the 2020-2021 school year. **Root Cause:** Many students stayed home for virtual school out of insecurities with the Covid-19 pandemic.

# Priority Problems of Practice

**Problem of Practice 1:** The percentage of students at the Approaches, Meets, and Masters level as measured by the 2021 STAAR, drastically decreased in both Reading and Math.

**Root Cause 1:** Teachers were not equipped with the knowledge and know-how to provide high quality hybrid instruction and effective small group instruction for our EL and ESL students.

**Problem of Practice 1 Areas:** Student Learning

**Problem of Practice 2:** Small group instruction and interventions were not implemented with consistency and fidelity.

**Root Cause 2:** With teachers implementing a Hybrid instructional model, they were less effective in their small group instruction. Virtual students were unable to make the necessary instructional connections .

**Problem of Practice 2 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR EL 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
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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

- EL/non-EL or LEP 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**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Board Goals

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** ELAR

**Strategic Priorities:** Expanding Educational Opportunities

| Measurable Objective 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> 100% of teachers will participate in PD on how to analyze assessment data, plan for instruction based on that data, and create individualized instructional plans for all students according to RtI model.<br><br><b>Evaluation Data Sources:</b> Student data is progressing over time as monitored through formative assessments, collaborative team meetings, and Instructional Coaching meeting sign-in sheets | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

**Strategy 1:** Instructional Coaches and Data Specialist will provide opportunities for teachers to analyze data, plan for instruction, and create individualized student plans alongside teacher leaders.

**Strategy's Expected Result/Impact:** Data driven instruction will help teachers focus and plan for the individual needs of students. Each child will receive specific instruction so they can increase in their learning.

**Staff Responsible for Monitoring:** Principal, Instructional Leaders (Teacher Specialists, Mentors, Reading Lead Teachers, Admin Team)

**Action Steps:** Step 1: Teachers will participate in PD working with OnTrack and pulling triangulated reports. Step 2: Teachers will work with Teacher specialists and data specialist to create targeted action plan for individual students. 3. Use ELlevation strategies to support EL students

**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** Students in first and second grade will participate in a Reading Marathon, where students read books and track the number of books read and the amount of minutes they read each week.

**Strategy's Expected Result/Impact:** Students will increase the amount of books that they read each week and the amount of minutes each day that they read. The more opportunities students engage in reading, the stronger readers they will become.

**Staff Responsible for Monitoring:** Teachers, Reading Specialists, Data Specialist

**Action Steps:** Step 1: Opening Pep Rally Celebration of the Reading Marathon where we get students excited. Step 2: Teachers meet with each student to set reading goals for the marathon. Step 3: Students track their progress each week on their personal Reading Marathon Tracker. Step 4: Each week, celebrate the students with the highest minutes read and highest books read and celebrating students who are showing growth from the week before.

**Title I Schoolwide Elements:** 2.4, 2.5



| Measurable Objective 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 2:</b> 100% of teachers will assess students monthly on Ren 360 to track progress toward the grade equivalent correlation goal, to meeting the passing standard on the STAAR assessment .<br><b>Evaluation Data Sources:</b> Ren 360 data tracker updated monthly | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

**Strategy 1:** Students will be assessed each month in Ren 360 to monitor progress. Teachers will add monthly student data to the campus Ren 360 data tracker.

**Strategy's Expected Result/Impact:** Increase in the amount of students who meet expectations on the STAAR assessment by working towards the Ren 360 correlation to STAAR goal.

**Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Data Specialist

**Action Steps:** Step 1: Teacher assess student on Ren 360. Step 2: Complete Ren 360 tracker. and students complete their personal tracker. Step 3: Teachers meet with students to set goals. Step 4: Teachers continue teaching and students continue to learning. Step 5: Teachers assesses the next month to see if there is student growth.

**Title I Schoolwide Elements:** 2.4

| Measurable Objective 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 3:</b> 100% of Kinder through Fifth grade teachers will provide Skills-based small group interventions.<br><b>Evaluation Data Sources:</b> EOY data for Ren 360 and BRR and classroom observations<br><b>HB3 Board Goal</b> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

**Strategy 1:** Teachers will use data to provide Skills-based small group interventions to their tier 2 students at least two days a week.

**Strategy's Expected Result/Impact:** Learning gaps will close and tier 2 students will move tiers into Tier 1 by the end of the school year

**Staff Responsible for Monitoring:** Teachers, Teacher Specialists

**Action Steps:** Step 1: Teacher analyze data to form skills based groups of tier 2 students. Step 2: Students receive skills-based intervention Step 3: Teachers assess to track progress towards mastery of the skill. Step 4: Students move to working with the next skill

**Title I Schoolwide Elements:** 2.4, 2.6

| Measurable Objective 4 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 4:</b> 90% of all Kinder through 2nd grade students will meet their individual reading goal by the end of the 2021 school year.<br><b>Evaluation Data Sources:</b> Students individual data folder tracking, BRR, Ren 3560<br><b>HB3 Board Goal</b> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div> <div>100%</div> <div>Accomplished</div> </div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |

**Strategy 1:** Kinder through Second grade students will work with their teacher to create a reading goal. Students will track their own data and progress throughout the year towards meeting their individual goal.

**Strategy's Expected Result/Impact:** student ownership in knowing their goal and working towards meeting it.

**Staff Responsible for Monitoring:** Teacher, student

**Action Steps:** Step 1: teacher meets with each student to create individual student reading goals Step 2: Students work towards meeting their individual goal Step 3: teachers check-in with students for progress monitoring meetings Step 4: At the end of the year students see how close they were to meeting their goal

**Title I Schoolwide Elements:** 2.4, 2.6

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 2:** By the end of the 2021-2022 school year, the percentage of 3rd through 5th grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on STAAR will increase 16% from 10% to 26%.

| Measurable Objective 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> 100% of teachers in grades 3 through 5 will provide students daily CFU's and Exit tickets.<br><b>Evaluation Data Sources:</b> CFUs (Checks for Understanding), Exit Tickets, district assessments, State Assessments | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div><div>0% No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>  |           |     |     |           |

**Strategy 1:** Teachers will provide open ended CFU's and exit tickets, to support the new STAAR-like questions.

**Strategy's Expected Result/Impact:** Students will become knowledgeable of the new STAAR-like questions.

**Staff Responsible for Monitoring:** Teachers, Teacher Specialists, admin

**Action Steps:** Step 1: teachers will use the planning guides to get the questions for the CFU's and Exit tickets. Step 2: Students will review CFU's and Exit Tickets daily to ensure mastery of the TEK. Step 3: Use the data to target low performing skills during small group intervention.

**Title I Schoolwide Elements:** 2.4, 2.6

**Board Goal 2: MATH** 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** By the end of the 2021-2022 school year, 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 10 percentage points from 13% to 23%.

| Measurable Objective 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> 90% of all Tier II students, will meet their progress measure and 80% of all Tier III students will meet their progress measure.<br><b>Evaluation Data Sources:</b> Teachers will track Imagine Math Lessons Passed and minutes of usage by students every two weeks. Admin will track usage every four weeks. | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

**Strategy 1:** Teachers will allocate time in their schedule for Tier II and Tier III students to log into Imagine Math weekly. Teachers will implement sheltered Instruction Strategies during Math lessons.

**Strategy's Expected Result/Impact:** When students consistently improve on their usage of Imagine Math and the increase the lessons passed, this will positively impact student progress and growth, with the goal of moving up through the Tiers.

**Staff Responsible for Monitoring:** Teachers, Interventionists, Math Teacher Specialist, Data Specialist and Admin

**Action Steps:** Teachers structure their daily schedule to include time for Imagine Math. Teachers will run weekly reports to assure that student are meeting their weekly goals and are on-pace to reach their semester goals for lessons passed on Imagine Math.

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**Strategy 2:** 100 % of math teachers will implement guided math workstations daily.

**Strategy's Expected Result/Impact:** Students will be able to work in small group with the teacher focusing on skills that they are not mastering. In work stations, students will be able to work independently or with a group on activities to keep increasing the objectives learned.

**Staff Responsible for Monitoring:** Teachers, Interventionists, Math Teacher Specialist, and Admin

**Action Steps:** Step 1. Teachers will allocate time on their schedule for small group instruction and record attendance. Step 2. Teachers will receive the Math Anecdotal Records in which they will annotate and monitor progress of the students. Step 3. Teachers will help the students take the Renaissance 360 in the Fall, Winter, and Spring to monitor student progress.

**Title I Schoolwide Elements:** 2.4, 2.5

**Strategy 3:** 100% Teachers will implement Sheltered Instruction Strategies during Math lessons.

**Strategy's Expected Result/Impact:** Sheltered Instruction makes content comprehensible. As students deliberately teach using these strategies, students will be more receptive and able to understand the content being taught to them.

**Staff Responsible for Monitoring:** SI Coaches, Teacher Specialists and Admin

**Action Steps:** Step 1. Teachers participate in Sheltered Instruction professional development focusing on math: structured writing in math, structured reading in math,



ELPS Integration and stems. Step 2. Teachers plan lessons specifically including Sheltered practices and Step 3. Students will track their own data as they progress through the school year.

**Title I Schoolwide Elements: 2.4**

| Measurable Objective 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 2:</b> 100% of math teachers will provide skills-based small group intervention in math for Tier 2 students at least two days a week.<br><b>Evaluation Data Sources:</b> Teacher anecdotal records<br><b>HB3 Board Goal</b> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |




**Strategy 1:** Teachers will provide skills-based small group intervention for Tier 2 students twice a week for 45 minutes each.

**Strategy's Expected Result/Impact:** gaps will close and students will move through the tiers to Tier 1

**Staff Responsible for Monitoring:** Teachers, teacher specialists,

**Action Steps:** Step 1: Teacher analyze data to form skills based groups of tier 2 students. Step 2: Students receive skills-based intervention Step 3: Teachers assess to track progress towards mastery of the skill. Step 4: Students move to working with the next skill

**Title I Schoolwide Elements: 2.4, 2.6**

| Measurable Objective 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 3:</b> 100% of students will use math manipulatives and supplemental aids to help the gradual release progression from concrete to pictorial to abstract.<br><b>Evaluation Data Sources:</b> Documenting the use of manipulatives and supplemental aids during assessments  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> |           |     |     |           |

**Strategy 1:** Students will use manipulatives and supplemental aides during daily instruction and assessments.

**Strategy's Expected Result/Impact:** Students will increase their performance level on STAAR progressing through Approaches, Meets and Masters

**Staff Responsible for Monitoring:** Teachers, Math teacher specialists, admin

**Action Steps:** Step 1: Teachers demonstrate to students how to use manipulatives and supplemental aides during the math lessons. Step 2: Students will continue to use manipulatives as they work independently. Step 3: Teachers document students use of manipulatives during assessments.

**Title I Schoolwide Elements: 2.4, 2.6**

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1: SCHOOL PROGRESS** In Domain II, 80% of 4th and 5th grade students who took the STAAR assessment in 2021, will make adequate yearly progress on STAAR Reading and STAAR Math in 2022.

**Strategic Priorities:** Expanding Educational Opportunities

| Measurable Objective 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> 100% of teachers will work with Content Teacher Specialists during planning for tier 1 instruction.<br><b>Evaluation Data Sources:</b> Sign-in documentation, Teacher evaluations, decrease in T2 and T3 students | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

**Strategy 1:** 100% of teachers will plan with Content Teacher Specialists weekly.

**Strategy's Expected Result/Impact:** Increase in effective planning by all teachers positively impact student achievement.

**Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Admin

**Action Steps:** Step 1: Teachers meet with Specialist Step 2: Specialist plans with teacher and provides feedback on lesson plans Step 3: Teacher delivers well planned instruction to students

**Title I Schoolwide Elements:** 2.4, 2.6

**Strategy 2:** 100% of teachers will plan with content specialist support on campus specific content Planning Days, scheduled every six- week period.

**Strategy's Expected Result/Impact:** Provide teachers time...Teachers will be able to scope out each six weeks and plan with the end in mind

**Staff Responsible for Monitoring:** Teachers, Teacher Specialist, Admin

**Action Steps:** Step 1: Planning days are calendared and shared with teachers Step 2: Subs contacted to cover classes Step 3: Teachers scope the six-weeks and plan with Specialists

**Title I Schoolwide Elements:** 2.4, 2.6

| Measurable Objective 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 2:</b> 100% of teachers will plan with their content specialists focusing on the unpacking the standards.<br><b>Evaluation Data Sources:</b> walkthroughs, PLCs documentation | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Strategy 1:** Teachers will work with content specialists weekly, during PLC to unpack their daily standards and expectations for student learning and

mastery.

**Strategy's Expected Result/Impact:** Increase student mastery

**Staff Responsible for Monitoring:** Teachers, Teacher Specialists, admin

**Action Steps:** Step 1: Teachers and specialists meet together to unpack standards. Step 2: Teachers focus on the verb and academic vocabulary and plan for the end product to show mastery.

**Title I Schoolwide Elements:** 2.4, 2.6

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 2:** Students at Benavidez ES will make progress in the Approaches category by 20%, Meets by 10%, and Masters by 5% as measured by the 2022 STAAR assessment in the areas of Reading and Math.

| Measurable Objective 1 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> 100% of Tier 2 students will receive 90 minutes of intervention each week in Reading and Math.<br><b>Evaluation Data Sources:</b> Intervention Logs, Progress Monitoring Tools |  | Formative |     |     | Summative |
|   |  | Nov       | Jan | Mar | June      |
|   |  |           |     |     |           |
| <div><div>0% No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>  |  |           |     |     |           |

**Strategy 1:** All teachers in Kinder through 5th grade will implement a skills-based intervention block 4 days a week.

**Strategy's Expected Result/Impact:** Learning gaps that students have will close and students will show improvement in Tier I instruction.

**Staff Responsible for Monitoring:** Teachers, Interventionists, Admin

**Action Steps:** Step 1: Create List of target students. Step 2: Connect students to an Interventionists step 3: Teachers and Interventionists track progress of students on skills.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6



**Board Goal 4: CLOSING THE GAPS** 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1: CLOSING THE GAPS**

**Strategic Priorities:** Expanding Educational Opportunities

| Measurable Objective 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> 100% of students in 4th and 5th grade who did not meet standard on STAAR in the 2021 school year, will participate in HB 4545 Accelerated Instruction.<br><b>Evaluation Data Sources:</b> Exit tickets and STAAR release and STAAR 2022 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

**Strategy 1:** Students in grades 4 and 5 who did not meet standard on the 2021 STAAR assessment in Reading and Math will complete 30 hours of Accelerated Instruction.

**Strategy's Expected Result/Impact:** Students will meet standard on the 2022 STAAR

**Staff Responsible for Monitoring:** Admin, Teachers, Teacher Specialists

**Action Steps:** Step 1: Create list of students who did not meet standard on 2021 STAAR Reading and Math. Step 2: Connect Students with Interventionist. Step 3: Teachers track student progress through assessments.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

| Measurable Objective 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 2:</b> 80% of Tier II students in grades 3 through 5 will move tiers into Tier 1 by the end of the 2021 school year.<br><b>Evaluation Data Sources:</b> Ren 360 data | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |




**Strategy 1:** Tier II students in grades 3 through 5 will receive skills-based small group intervention, two days a week in reading and in math for 45 minutes.

**Strategy's Expected Result/Impact:** targeted , skills-based intervention will close gaps and students will make progress.

**Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Admin

**Action Steps:** Step 1: Teacher analyze data to form skills based groups of tier 2 students. Step 2: Students receive skills-based intervention Step 3: Teachers assess to track progress towards mastery of the skill. Step 4: Students move to working with the next skill

**Title I Schoolwide Elements:** 2.6

| Measurable Objective 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 3:</b> 80% of students in grades Kinder through 5 will make at least a 70% on the Campus Based Comprehensive Math assessment.<br><b>Evaluation Data Sources:</b> campus based EOY assessments   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div>  100% Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div> |           |     |     |           |

**Strategy 1:** Students will take a Campus Based EOY Comprehensive Math assessment to track mastery of the grade level TEKS.

**Strategy's Expected Result/Impact:** There will be data to understand which specific TEKS the students is not mastering at the end of the school year.

**Staff Responsible for Monitoring:** Teachers, Data Specialist, Teacher Specialist

**Action Steps:** Step 1: Math Specialist works with teachers to create comprehensive assessment. Step 2: Students will take assessment the week of the 23rd of May. Step 3: Teachers work with Data Specialist to plot student data with Specific TEKS that are not mastered at the end of the school year.

**Title I Schoolwide Elements:** 2.4, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

| Measurable Objective 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> Student attendance will increase from 92.7% to 98% for the 2021-2022 school year.<br><b>Evaluation Data Sources:</b> Attendance reports (weekly, bi-weekly, and monthly) | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

Strategy 1: Promote and reward classes with excellent attendance by calling classroom names on the morning announcements that have at least 97% attendance and classes with 100% attendance will receive a reward.

Strategy's Expected Result/Impact: Students will be excited to hear the class name being called on the announcements and strive to come to school every day.

Staff Responsible for Monitoring: Ms. Serrano, Classroom teachers, Wrap Around Specialist and Attendance coordinator

Action Steps: 1. Explain to students and teachers about the importance of have good attendance and what they can earn. 2. Retrieve attendance data from HISD Connect weekly. 3. Call out names of classes that have at least 97% attendance 4. Classes with 100% attendance will receive a reward.

Title I Schoolwide Elements: 2.6

| Measurable Objective 2 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 2:</b> 100% of teachers will make contact with parents if their student misses class.<br><b>Evaluation Data Sources:</b> Parent Survey, and weekly attendance tracking | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div><div>0% No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>   |           |     |     |           |

Strategy 1: Teachers will reach out to parents through Class Dojo, Cell or WhatsApp in order to remind parents to send students back to class with a note.

Strategy's Expected Result/Impact: Parents will feel that the teacher cares for their students and be more responsible in ensuring their child is present.




Staff Responsible for Monitoring: Teachers, Attendance Clerk, Wrap Around Specialist

Title I Schoolwide Elements: 3.1, 3.2

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

| Measurable Objective 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> 100% of the students who received counseling support for SEL and discipline issues in the previous school year will receive weekly check-ins by admin, counseling team and or teachers.<br><b>Evaluation Data Sources:</b> Teacher anecdotal notes, decrease in referrals for behavior in Connect                                   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> |           |     |     |           |

Strategy 1: The counseling team, admin, and teachers will meet with students that were suspended the year prior, to conduct check-ins every week.

Strategy's Expected Result/Impact: Students will build relationships and make connections with mentor teachers who check in with them. The students will have someone to go to when they are having issues or experiencing trauma.

Staff Responsible for Monitoring: Counseling Team, Admin, Teachers




Action Steps: Step 1. Assign each student to an administrator, counselor, or teacher. The student designee will then check-in with the student weekly, making sure everything is alright and there is no need for counseling or intervention. Step 2. If the staff member believes that the student is in need of help, they will immediately refer them to the counseling team or proper department.

Title I Schoolwide Elements: 2.6

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

| Measurable Objective 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
|  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| 0% No Progress  100% Accomplished  Continue/Modify  Discontinue |           |     |     |           |

**Strategy 1:** The counseling team, admin, and teachers will meet with students that were suspended the year prior, to conduct weekly check-ins.

**Strategy's Expected Result/Impact:** Identified students will build a relationship/make a connection with their teacher mentor.

**Staff Responsible for Monitoring:** Counselor, Wrap Around, Admin, Teachers

**Action Steps:** Step 1: Counseling Team will compile a list of identified high risk students. Step 2: Match a student with a compatible mentor teacher. Step 3: Weekly check-ins




**Title I Schoolwide Elements:** 2.6



Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

| Measurable Objective 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> In the 2021-2022 school year, 100% of Special Education students will increase performance on STAAR reading and math, based on the new starting points from the 2020-2021 STAAR assessment.<br><b>Evaluation Data Sources:</b> STAAR reading and math 2022, campus and district assessments | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| 0% No Progress  100% Accomplished  Continue/Modify  Discontinue     |           |     |     |           |

Strategy 1: 100% of Special Education Students will participate in interventions and or school tutorials, specific to their individual needs.

Strategy's Expected Result/Impact: Attendance of Interventions and after-school tutorials. Data tracking for Formative assessments

Staff Responsible for Monitoring: Special Education Chair, Classroom Teachers, Admin




Action Steps: Step 1. Special Education chair compiles a list of Special Education students to target for intervention and after school tutorials. Step 2. Teachers are trained on the resources and how to teach the objectives in the way that the students learn. Step 3. Data is collected to monitor progress.

Title I Schoolwide Elements: 2.6

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

| Measurable Objective 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> For the 2021-2022 school year, 50% of all students will increase one proficiency level in all domains on the TELPAS assessment, an increase of 6%.<br><br><b>Evaluation Data Sources:</b> TELPAS Writing Sample monthly tracking, ELD BOY, MOY  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| 0% No Progress  100% Accomplished  Continue/Modify  Discontinue |           |     |     |           |

Strategy 1: 100% of teachers will work with students on monthly writing samples and use the data to create differentiated lessons by proficiency levels to target TELPAS goals in Writing.

Strategy's Expected Result/Impact: Students will increase at least in one proficiency level by the end of the 2021-2022 school year.

Staff Responsible for Monitoring: SI coaches, Teachers, Data Specialist

Action Steps: Step 1. teachers used the previous year's data to set goals for TELPAS. Step 2. Teachers implement structured reading and writing activities along with opportunities for students to speak and listen... TELPAS domains. Step 3. Teachers use their PLD's to track progress on TELPAS writing practice

Title I Schoolwide Elements: 2.4

Strategy 2: 100% of teachers will implement read-alouds in English to support English Language Development in our EL students.

Strategy's Expected Result/Impact: Daily read-alouds in English will increase vocabulary, speaking, listening, comprehension, and use of the English language.

Staff Responsible for Monitoring: SI coach, teachers, Admin

Action Steps: Step 1: Teachers plan read-alouds targeting specific vocabulary, skill, strategy, genre, stem questions, sentence stems, and build graphic organizers. Step 2: Students will participate in turn and talks to discuss the comprehension and understand of the book. Step 3: Students will respond to CPU's throughout the read-aloud.

Title I Schoolwide Elements: 2.4, 2.6

Strategy 3: 100% of EL students will participate in the ELD district assessment, BOY and MOY.

Strategy's Expected Result/Impact: Students will practice all domains with the "Mock TELPAS" ELD. Students will have sufficient practice in preparation for the TELPAS State Assessment.

Staff Responsible for Monitoring: SI Coach, Teachers, Data Specialist, Admin

Action Steps: Step 1: Students will have a scheduled time where they enter the computer lab to complete the online ELD BOY/MOY, in a simulated testing environment. Step 2: Teachers will work with the data Specialist to disaggregate the ELD Data and then teachers will work with the SI coach to develop action plans and classroom accommodations for EL students.





Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

| Measurable Objective 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> During the 2021-2022 school year, parents will have 10 schoolwide opportunities to participate in school activities.<br><b>Evaluation Data Sources:</b> Parent survey, attendance sheets for Title I documentation | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div><div>0% No Progress</div><div><div>100%</div>Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>  |           |     |     |           |

Strategy 1: Parents will participate in Parent meetings, Volunteer opportunities and parent classes throughout the school year.

Strategy's Expected Result/Impact: We want to rebuild the routine of parents being a visible part of our campus with the availability of engagement opportunities..

Staff Responsible for Monitoring: Title I Coordinator, Principal, Wrap Around, Counselor

Action Steps: Step 1: Create Calendar of opportunities based on parent interest. Step 2: Communicate with parents the activities that are available. Step 3: Hold events and have parents sign-in

Title I Schoolwide Elements: 3.1, 3.2

**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 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.<br><b>Evaluation Data Sources:</b> Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Pamela Galicki<br>Estimated number of students to be screened: 930<br>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. | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Measurable Objective 2 Details  | Reviews   |     |     |           |
| <b>Measurable Objective 2:</b> VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.<br><b>Evaluation Data Sources:</b> Vision screening records for all applicable students completed by SCHOOL NURSE: Pamela Galicki<br>Estimated number of students to be screened: 730<br>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.                  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Measurable Objective 3 Details  | Reviews   |     |     |           |
| <b>Measurable Objective 3:</b> HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.<br><b>Evaluation Data Sources:</b> Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Pamela Galicki<br>Estimated number of students to be screened: 730<br>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.               | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |




| Measurable Objective 4 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Measurable Objective 4:</b> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.<br><b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Pamela Galicki<br>Estimated number of students to be screened: 530<br>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.                                      | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Measurable Objective 5 Details  | Reviews   |     |     |           |
| <b>Measurable Objective 5:</b> SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.<br><b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:<br>Estimated number of students to be screened:<br>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.   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Measurable Objective 6 Details  | Reviews   |     |     |           |
| <b>Measurable Objective 6:</b> 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 2021-2022.<br><b>Evaluation Data Sources:</b> PERSON RESPONSIBLE: School Nurse/Health Wellness Team<br>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. | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Measurable Objective 7 Details  | Reviews   |     |     |           |
| <b>Measurable Objective 7:</b> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AED's and an annual report submitted to Health and Medical Services.<br><b>Evaluation Data Sources:</b> PERSON RESPONSIBLE who is certified in CPR/AED:<br>Number of AEDs on campus:   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Measurable Objective 1:</b> Working with Wrap Around Services, 100% of students in grades PK through 5th grade will receive permission forms to receive Vision and Dental services on campus.<br><b>Evaluation Data Sources:</b> students returning permission forms and PURPLE system                              | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| 0% No Progress  100% Accomplished  Continue/Modify  Discontinue |           |     |     |           |

**Strategy 1:** School will provide students in need opportunity to receive vision exams and dental exams and services during the school Health Fair.

**Strategy's Expected Result/Impact:** All students who need services will receive services

**Staff Responsible for Monitoring:** Nurse and Wrap Around Specialist

**Action Steps:** Step 1: Nurse and Wrap Around work together to send out permission forms in English, Spanish and Arabic to parents for Vision and Dental for their student. Step 2: Students return forms Step 3: Students receive exams Step 4: Data input in PURPLE

**Title I Schoolwide Elements:** 2.6

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

# State Compensatory

## Budget for 295 Benavidez Elementary School

| <u>Account Code</u> | <u>Account Title</u>   | <u>Budget</u> |
|---------------------|--|---------------|
| 6100 Payroll Costs  |  |               |
| 1991010004          | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$57,319.00   |
| 21196031            | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$75,920.00   |
| 1991010004          | 6126 Part Time Support Personnel - Locally Defined                 | \$57,476.14   |
| 6100 Subtotal:      |  | \$190,715.14  |

# Title I Schoolwide Elements

## ELEMENT 1. SWP 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 teachers and administrative team.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 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:

- Teachers developed campus goals, objectives and strategies and evaluation measures
- Administrative team worked collaboratively to create elements of the plan
- SIP was presented to SDMC and feedback was received. Changes were then made based on feedback.
- SIP was presented to the faculty for approval

### 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:

- Weekly Admin Team Review Meetings
- Weekly Teacher Support Meeting
- Weekly Student at the Center Meetings (SATC)
- Weekly PLC Meetings

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

The SIP is available to parents in the following locations:

- Benavidez ES Web Site
- Front Office

The SIP was made available to parents by:

- Class Dojo
- School Website

We provide the SIP to parents in the following languages:

- English
- Spanish
- Pashto

## 2.4: Opportunities for all children to meet State standards

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

- Guided Reading and Guided Math and Data-based Workstations
- Skills-based Intervention Block
- Read-alouds in English and Spanish

## 2.5: Increased learning time and well-rounded education

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

### Increased Learning Time

- GAP TIME Intervention Block grades Kinder-5th
- Guided Instruction in Reading and Math and Data Driven workstations

### Well-Rounded Education

- **Enrichment Courses**
  - PE: students practice math and vocabulary
  - Music: read aloud and vocabulary
  - Science Lab
  - Art: Art History: Reading
- **After School Extra Curriculars**
  - Animal Club
  - Robotics
  - Basketball and Soccer
  - Chess Club



- Art Club
- Anime Club
- Design Club
- Benavidez News Team

## **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: PLCs and Professional Development provided by Teacher Specialists
- Proficient Tier 1 explicit instruction taking place in all content areas: Teachers will tailor their lessons at grade level
- Bi-weekly AT BAT's: Teachers work together to practice lessons and provide one another peer feedback.
- Small Group Instruction based on student data needs: Guided Reading and Math, GAP Time Intervention, Interventionist Pull-out program

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: 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 - Veronica Cohetero
- Parent - Noelia Fadic
- Principal-Zabeth Parra-Malek
- Assistant Principal-Linda Ahumada
- ESL Teacher- Irma Cruz
- Bilingual Teacher - Luis Mendoza

The PFE was distributed

- On the campus website
- Class Dojo
- Sent home and
- Front Office upon request

The languages in which the PFE was distributed include

- English
- Spanish
- Arabic

Four strategies to increase Parent and Family Engagement include:

- Parenting classes: ESL, Computer, Read and Rise,
- Family Nights
- Make and Take Parent Education: High Frequency Words, Foldable games
- Early Literacy Strategies: Parent workshops

### **3.2: 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 - Friday, September 3, 2021 2:30-3:30pm
- Meeting #1 Alternate - Friday, September 10, 2021 8:30-10:00am
- Meeting #2 - Wednesday, November 17, 2021 2:00-3:00pm
- Meeting #2 Alternate - Thursday, November 18, 2021 8:30-10:00am
- Meeting #3 - Thursday, February 17, 2022 2:00-3:00pm
- Meeting #3 Alternate - Friday, February 18, 2022 8:30-10:00am
- Meeting #4 - Thursday, April 7, 2022 2:00-3:00pm
- Meeting #4 Alternate - Friday, April 8, 2022 8:30-10:00am

# Title I Personnel

| <u>Name</u>      | <u>Position</u>                      | <u>Program</u> | <u>FTE</u>  |
|------------------|--------------------------------------|----------------|-------------|
| Angela Furnari   | Teacher Intervention                 | Title I        | \$92,672.91 |
| Yaritza Espinoza | Teacher Class Size Reduction Title I | Title I        | \$58,012.00 |

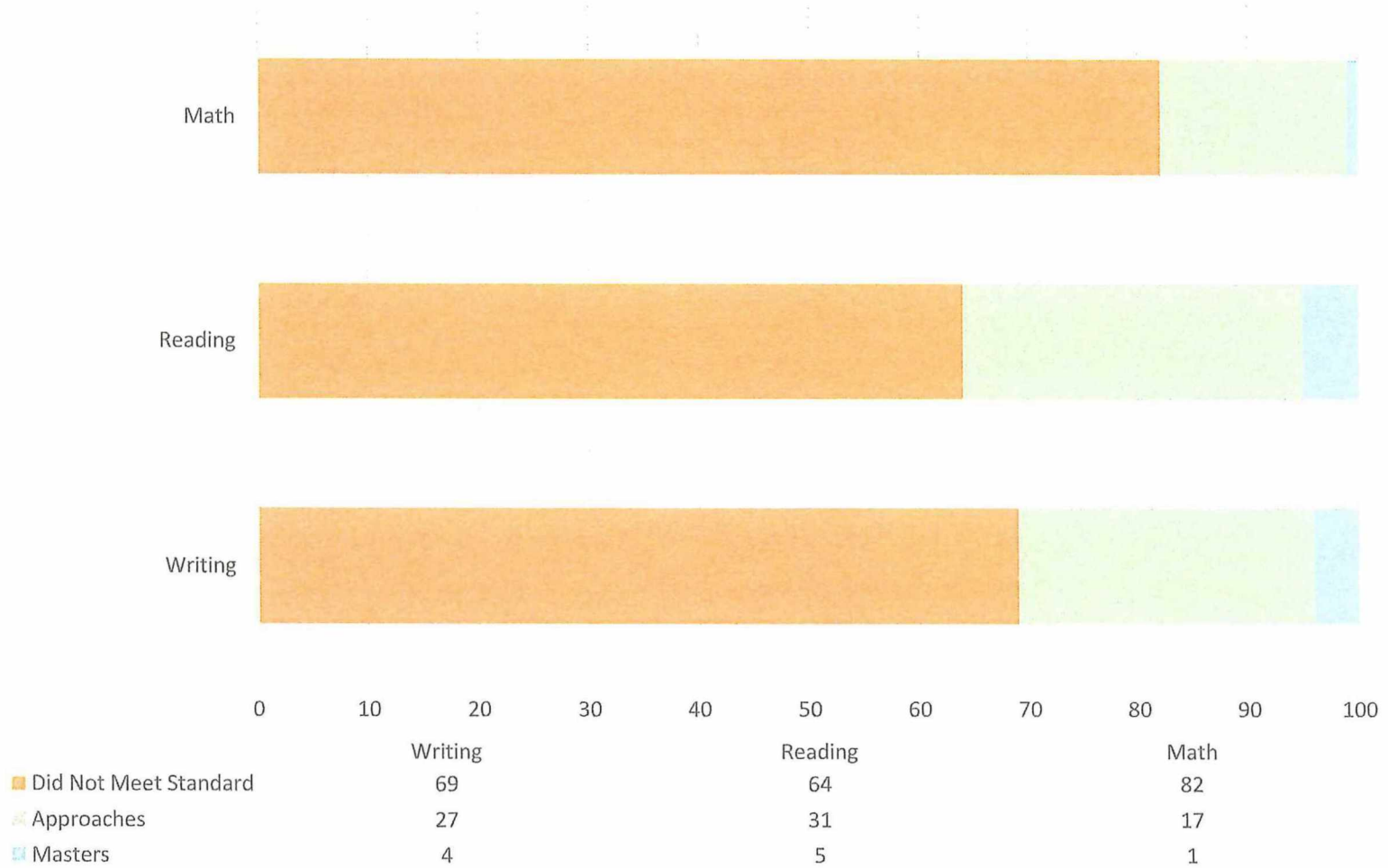
# Addendums

### 2021-2022 Professional Development Plan\*

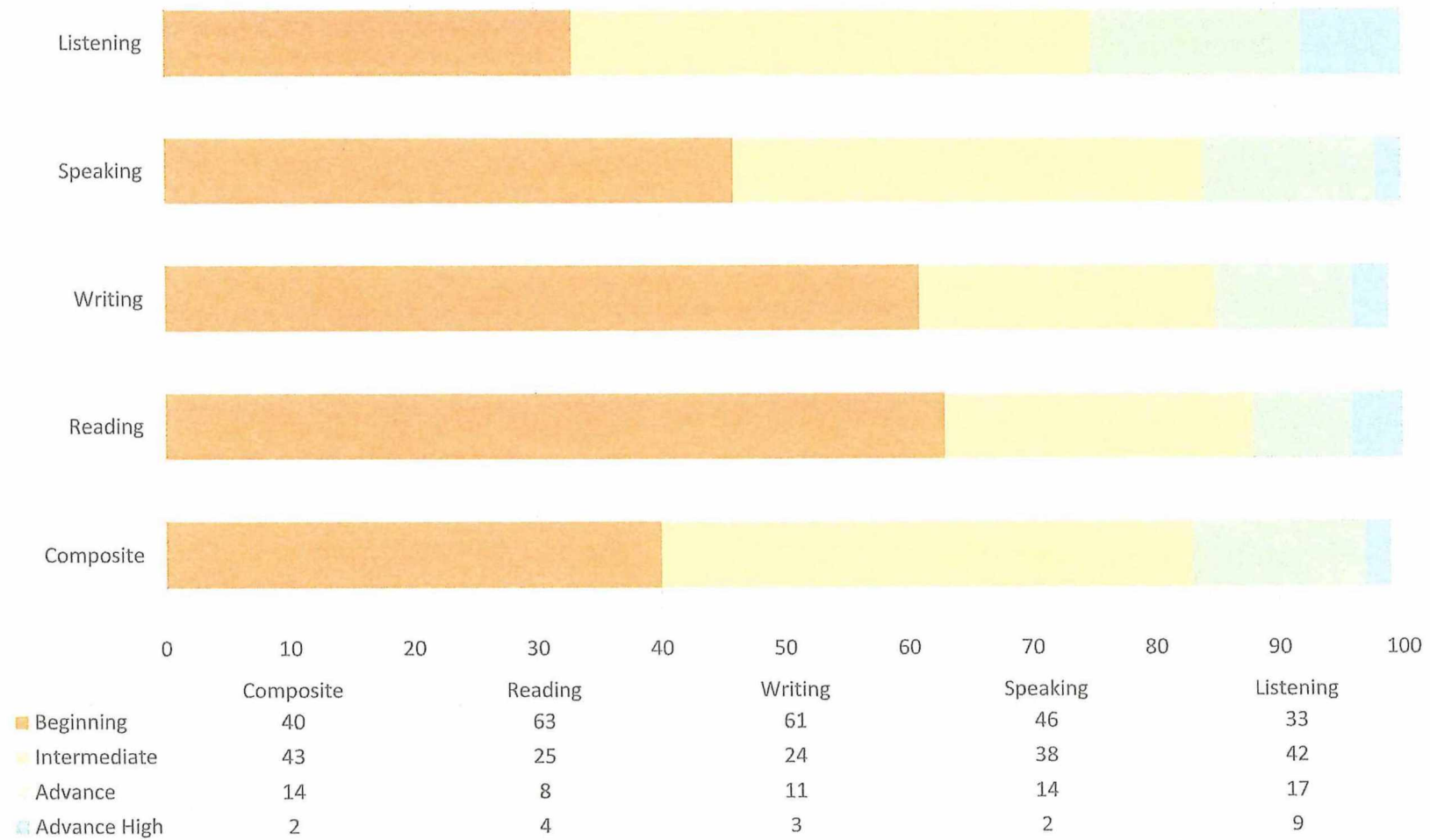
| PD Dates | PD Format        | PD Topic   | Resources Needed                                    | SIP Goal Alignment |
|----------|------------------|--|---|--------------------|
| Aug. 16  | F2F              | Data Day: STAAR, TELPAS, REN 360<br>Backwards Planning Using Outlines and Blueprints | Assessment outlines and blueprints                  | Goal 1, 2, 3       |
| Aug. 17  | F2F small groups | Multilingual: ELPS Integration for Teachers  | ELPS, TELPAS data                                   | Goal 1,3,4         |
| Aug. 19  | F2F              | Instructional Content District training  | Planning Guides                                     | Goal 1, 2, 3       |
| Aug. 20  | Virtual          | PK-5 <sup>th</sup> Instructional Planning  | Elementary Scope and Sequence; Unit Planning Guides | Goal 1, 2, 3       |
| Sept. 17 | F2F              | Using GLAD Strategies to support Language Learners                                   | Guided Language Acquisition design                  | Goal 1             |
| Feb. 21  | F2F              | STAAR Strategies for 3 <sup>rd</sup> -5 <sup>th</sup>                                |   | Goal 1, 2, 3,4     |

\* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

## STAAR Results 2020-2021



## TELPAS EOY 2020-2021





## HFW EOY 2020-2021

