Houston Independent School District

295 Benavidez Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

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

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 was 956 students. 75% of the students are Hispanic, 8% are African American, 13% are Asian, and 3.4% are 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 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 Wraparound Resource Specialist is dynamic and has built a sustained Benavidez Food Pantry to assist many of our families. We have the support of 3 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 one Teacher Specialist to support language development, as well as the support weekly of a DDIS to support data disaggregation and analysis. With a large campus, having knowledgeable specialists will provide more opportunities for teachers to receive tailored 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 56 teachers, 10 teacher assistants, 2 Interventionists, 2 Counselors, 1 Wraparound Resource Specialist, 3 teacher specialists, 1 Assistant Principals, and 1 Principal. In 2022, Benavidez was an overall "B" 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 the 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 the transition. The overall 2022 STAAR results for grades 3-5 were 55% Approaches, 26% met Meets level, and 12% 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 on strengthening our students' math concepts and skills through differentiation to increase their Mastery level. We will provide our students with consistent opportunities to work from concrete to abstract with multi-step problem-solving throughout all categories. 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, Amaanah Refuge, and Ruspani Foundation; Services we are able to provide mentoring and tutorial services every school year. Our Wraparound 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.

Although, our school did not make a significant gain in Achievement. our overall score for Growth was 86% out fo 100% which is a clear indicator that students are ready and capable of learning. Also, our students were also able to maintain similar gains to the prior year.

STAAR:

5th grade Spanish Reading at 44% Approaches

5th grade ESL Math at 42% 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 for SY 21-22 was overall of 92% for the entire school year. **Root Cause:** Parents were still unsure about sending their students to full in-person classes.

Student Learning

Student Learning Summary

			Total/Percentage							
			DNM		Approaches		Meets		Mas	
Grade	Subject	Total Tested	# of Ss	%	# of Ss	%	# of Ss	%	# of Ss	
3rd - 5th	Reading	468	218	47%	132	28%	56	12%	62	
3rd - 5th	Math	468	222	47%	144	31%	54	12%	48	
5th	Science	133	96	72%	26	20%	5	4%	6	
		1069	536	50%	302	28%	115	11%	116	

Student Learning Strengths

READING

Gade	Language	Total Tested	DNM # of Ss	%	Approaches # of Ss	%	Meets # of Ss	%	Masters # of Ss	%
3rd	English	56	36	64%	12	21%	4	7%	4	7%
3rd	Spanish	92	29	32%	37	40%	7	8%	19	21%
	Both	148	65	44%	49	33%	11	7%	23	16%

Gade	Language	Total Tested	DNM # of Ss	%	Approaches # of Ss	%	Meets # of Ss	%	Masters # of Ss	%
4th	English	56	34	61%	9	16%	5	9%	8	14%
4th	Spanish	93	41	44%	21	23%	17	18%	14	15%
	Both	149	75	50%	30	20%	22	15%	22	15%

Gade	Language	Total Tested	DNM # of Ss	%	Approaches # of Ss	%	Meets # of Ss	%	Masters # of Ss	%
5th	English	65	30	46%	19	29%	8	12%	8	125%
5th	Spanish	57	24	42%	19	33%	10	18%	4	7%
	Both	122	54	44%	38	31%	18	15%	12	10%

MATH

Gade	Language	Total Test	DNM # of Ss	%	Approaches # of Ss	%	# of
3rd	English	56	34	61%	15	27%	
3rd	Spanish	92	33	36%	32	35%	
	Both	148	67	45%	47	32%	

Gade	Language	Total Test	DNM # of Ss	%	Approaches # of Ss	%	# of
4th	English	56	37	66%	10	18%	
4th	Spanish	93	34	37%	34	37%	
	Both	149	71	48%	44	30%	

Gade	Language	Total Test	DNM # of Ss	%	Approaches # of Ss	%	# of
5th	English	72	42	58%	17	24%	
5th	Spanish	50	16	32%	21	42%	
	Both	122	58	48%	38	31%	

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The percentage of students in Domain I: Achievement was 56% overall. **Root Cause:** There was a strong focus on growth, therefore, Tier I instruction did not receive the same support and emphasis.

School Processes & Programs

School Processes & Programs Summary

Traditional Bilingual Program:

- 2 Bilingual classes in Prekindergarten.
- 4 Bilingual classes in Kindergarten.
- 4 Bilingual classes in First grade.
- 4 Bilingual classes in Second grade.
- 4 bilingual classes in Third grade.
- 4 Bilingual classes in Fourth grade.
- 3 Bilingual classes in Fiftth 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.
- 2 ESL classes in Third grade.
- 2 ESL classes in Fourth grade.
- 3 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, 1 Assistant Principal, 3 Teacher Specialists (PK-2, 3-5 Reading, 3-5 Math/Science)

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 90% of our teachers.
- Hired a Teacher Specialist to focus on language development.
- 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 the academic summer school program.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Tier I instruction does not have a structured focused and targeted process to develop lessons at the level of rigor that will produce higher achievement scores
Root Cause: The lack of a focused and targeted lesson plan internalization process to equips teachers with the content knowledge and expertise needed to deliver lessons that will result in improving student outcomes.

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 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**
  - Driving to Excellence
    - Everything done at Benavidez will be done at the highest levels of performance.
    - Systems and processes will be tightened, reviewed, and developed as a community.

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 Backpack 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: Low parent engagement from ESL classes. **Root Cause:** Most of the parents of the students in ESL classes speak languages for which finding a translator in the moment is very difficult to achieve.

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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- 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
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Goal 1: By May 2023, the percentage of students in 3rd grade performing at the meets level will increase from 30% to 40%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of teachers will be utilizing the HISD Reading Curriculum Unit Planning Guides and Lead4ward resources.

Strategy 1 Details	Reviews			
Strategy 1: By the beginning of October 2022, 100% of teachers would have been trained on the Lesson Planning internalization protocol along with the annotating process of the Reading Unit Planning Guide.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to follow with fidelity the Reading Unit Planning Guides (UPG) designed by the District Curriculum Department, delivering instruction with the rigor and reliability needed to increase the student's mastery level. **Staff Responsible for Monitoring:** Instructional Leadership Team **Action Steps:** - Lesson Plan Internalization Protocol - UPG annotating - Observation - Coaching - Modeling **Title I:** 2.4, 2.5	10%			

Strategy 2 Details	Reviews			
Strategy 2: Hold weekly Professional Learning Community (PLC) sessions with teachers, in which teachers will present their annotated lessons for feedback from Instructional Leadership Team.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Utilizing the Lesson Plan Internalization Protocol, teachers will be able to identify their own gaps in the process and develop an action plan to remediate them. **Staff Responsible for Monitoring:** Instructional Leadership Team **Action Steps:** - Weekly PLC - Lesson Plan Internalization Protocol **Title I:** 2.4, 2.5	10%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 2: By the beginning of November, 100% of teachers will use the Reading Unit Planning Guides to align instructional materials: activities, resources, and assessments.

Strategy 1 Details	Reviews			
Strategy 1: During PLCs, teachers will use annotate lesson documents to internalize and to identify the activities, resources, and assessments presented by the district.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of teachers will utilize instructional activities that are aligned with the lesson. **Staff Responsible for Monitoring:** Instructional Leadership Team **Action Steps:** - Weekly PLCs - Annotating activities, resources, and assessments from Unit Planning Guides. - At-Bats - Observation - Coaching - Modeling **Title I:** 2.4, 2.5	10%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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

Goal 1: By May 2023, the percentage of students in 3rd grade performing at the meets level will increase from 27% to 35%.

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Measurable Objective 1: 100% of teachers will be utilizing the HISD Math Curriculum Unit Planning Guides and Lead4ward resources.

Strategy 1 Details	Reviews			
Strategy 1: By the beginning of October 2022, 100% of teachers would have been trained on the Lesson Planning internalization protocol along with the annotating process of the Math Unit Planning Guide.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to follow with fidelity the Math Unit Planning Guides (UPG) designed by the District Curriculum Department, delivering instruction with the rigor and reliability needed to increase the student's mastery level. **Staff Responsible for Monitoring:** Instructional Leadership Team **Action Steps:** - Lesson Plan Internalization Protocol - UPG annotating - Observation - Coaching - Modeling **Title I:** 2.4, 2.5	10%			
Strategy 2 Details	Reviews			
Strategy 2: Hold weekly Professional Learning Community (PLC) sessions with teachers, in which teachers will present their annotated lessons for feedback from Instructional Leadership Team.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Utilizing the Lesson Plan Internalization Protocol, teachers will be able to				

identify their own gaps in the process and develop an action plan to remediate them.
Staff Responsible for Monitoring: Instructional Leadership Team
Action Steps: - Weekly PLC
- Lesson Plan Internalization Protocol

Title I:
2.4, 2.5

10%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: By the beginning of November, 100% of teachers will use the Math Unit Planning Guides to align instructional materials: activities, resources, and assessments.

Strategy 1 Details	Reviews			
Strategy 1: During PLCs, teachers will use annotating to identify the activities, resources, and assessments presented by the district.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of teachers will utilize instructional activities that are aligned with the lesson. **Staff Responsible for Monitoring:** Instructional Leadership Team **Action Steps:** - Weekly PLCs - Annotating activities, resources, and assessments from Unit Planning Guides. - At-Bats - Observation - Coaching - Modeling **Title I:** 2.4, 2.5	10%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Goal 1: By May 2023, the percentage of students in 3rd grade performing at or above grade level will increase from 55% to 65% on STAAR test Domain I.

Strategic Priorities:
Cultivating Team HISD Talent

Measurable Objective 1: 100% of teachers will work with the assigned campus Data Driven Instructional Specialist to create a data tracker to monitor student academic progress in grades PK-5.

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will participate in the Know Your Students PLC. This training focuses on the use of the data tracking tool created by the Houston ISD Student Assessment Department to inform instructional support for Tier I, II, and III students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Equip teachers with a standardized tool to track and monitor student data from PK-5. **Staff Responsible for Monitoring:** Instructional Leadership Team Data-Driven Instructional Specialist **Action Steps:** - PLC: evaluate student data - Adjust instruction based on data - Tier students using collected data **Title I:** 2.4, 2.5, 2.6	20%			

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will utilize the intervention platforms to provide support to Tier I, II, and III students: Zearn (Math interventions), Carolina (Science), and Imagine Language and Literacy (Language).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: - Improve end-of-the-year performance - Targeted interventions for Tier I, II, and III students **Staff Responsible for Monitoring:** Instructional Leadership Team Curriculum Instructional Coach **Action Steps:** - Tier students based on data for whole group instruction, small group interventions, and tutorials. - Monitor program usage - PLC: review the reports generated by the different intervention platforms **Title I:** 2.4, 2.5, 2.6	20%			

Strategy 3 Details	Reviews			
Strategy 3: Host planning sessions after school and on scheduled Saturdays to provide a deeper dive into instructional planning tied into the data tracker. Use the Houston ISD Planning guides and Lead4ward documents to create differentiated planning for Tier I, II, and III students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to develop differentiated lessons to support Tier I, II, and III students. **Staff Responsible for Monitoring:** Instructional Leadership Team Data-Driven Instructional Specialist **Action Steps:** - Data Review: reports from platform and data tracker - Tier students **Title I:** 2.4, 2.5, 2.6	20%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Goal 1: By May 2023, the percentage of students receiving special education services grade performing at the meets level will increase from 64% to 72%

Strategic Priorities:
Expanding Educational Opportunities, Cultivating Team HISD Talent

Measurable Objective 1: 100% of teachers and staff providing services to students receiving special education services will be trained on effective literacy practices (phonics, comprehension, vocabulary development) aligned to the students' IEP.

Strategy 1 Details		Reviews			
Strategy 1: The Instructional Leadership Team will monitor and work with the teachers to implement the effective literacy practices they received during the Reading Academy Training.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of teachers will be able to utilize effective literacy practices from the Reading Academy to increase student performance. **Staff Responsible for Monitoring:** Instructional Leadership Special Education Chair **Action Steps:** - Review practices from the Reading Academy - Support teachers during planning to embed effective literacy practices **Title I:** 2.4, 2.5		45%			
Strategy 2 Details		**Reviews**			
Strategy 2: All teachers will utilize the data tracking tool created by the Data-Driven Instruction Specialist for grades PK-5.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will have access to data to drive and tailor instruction for students receiving special education services. **Staff Responsible for Monitoring:** Instructional Leadership Team Special Education Chair Data-Driven Instruction Specialists **Action Steps:** - Analyze and use data to tailor instruction - Identify areas of growth for students - PLC planning using data and IEP goals for each student **Title I:** 2.4, 2.5		20%			

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Host planning sessions after school and on scheduled Saturdays to provide a deeper dive into instructional planning tied into the data tracker. Using the students' IEP goals.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All teachers will be able to track and monitor students' data **Staff Responsible for Monitoring:** Instructional Leadership Team Special Education Chair **Action Steps:** - Data Review: data tracker and IEP goals - Observe and coach **Title I:** 2.4, 2.5	10%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
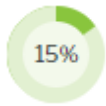
Board Goal 5: N/A - Additional Campus Goals

Goal 1: By the end of May 2023, students' end-of-year attendance will increase from 92% to 95%

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: 100% of teachers will contact the parents of absent students.

Strategy 1 Details	Reviews			
Strategy 1: The teacher and/or administrator will meet with the parents of students with 3 or more unexcused absences and together they will create and document an action plan.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All teachers will know and understand how to track attendance and how to document action plans for students with excessive absences. **Staff Responsible for Monitoring:** Instructional Leadership Team Classroom Teachers Attendance Clerk **Action Steps:** - Absence of data tracker implementation - Bi-weekly attendance data meetings **Title I:** 4.1, 4.2	15%			

Strategy 2 Details	Reviews			
Strategy 2: Wraparound and Counselor(s) will conduct home visits for students with 5 or more absences to provide parents additional support to parents to ensure the student comes back to school as soon as possible.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of students with 5 or more absences will receive a home visit to gather more information about why the student has been absent. **Staff Responsible for Monitoring:** - Wraparound Specialist - Counselor - Teacher - Administrator	5%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

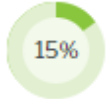**Board Goal 5:** N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: Increase the number of Emergent Bilingual students moving from one proficiency level in their composite score to the next proficiency level from 44% to 55%.

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers of EB students will be trained in Content-Based Language Instruction (CBLI) to effectively support language proficiency development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to confidently use CBLI strategies in any content area to make content comprehensible for EB students. **Staff Responsible for Monitoring:** Instructional Leadership Team SI Coach Bilingual and ESL Teachers **Action Steps:** - PLC to train teachers on QSSSA (Question, Stem, Signal, Share, and Assessment.) - Monitor Summit K-12 coverage. **Title I:** 2.4, 2.6	15%			

Strategy 2 Details	Reviews			
Strategy 2: 100% of Emergent Bilingual students will utilize Summit K-12 as an intervention to develop language acquisition.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students will receive intensive support for language acquisition through Summit K-12. **Staff Responsible for Monitoring:** Bilingual and ESL Teachers LPAC administrator Instructional Leadership Team **Action Steps:** - Each teacher will tier emergent bilingual (EB) Students based on their proficiency levels to identify linguistic accommodations. - All teachers of EB students will use the linguist accommodations for planning. **Title I:** 2.4, 2.6	20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Measurable Objective 1: Increase the percentage of teacher retention from 88.1% to 90%

Evaluation Data Sources: Staff surveys
Teacher commitment to return by February
Number of teachers returning

Strategy 1 Details	Reviews			
Strategy 1: At least 70% of teachers will be supported through coaching and feedback from administrators through multiple sessions throughout the year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: At some point during the year, all teachers would have gone through coaching, modeling, and feedback from at least one administrator. **Staff Responsible for Monitoring:** I.L.T. Principal **Action Steps:** Develop a Coaching Calendar with ILT Schedule class visits and observations **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals	25%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

State Compensatory

Budget for 295 Benavidez Elementary School

Total SCE Funds: $282,400.00
Total FTEs Funded by SCE: 4.49
Brief Description of SCE Services and/or Programs

The SCE funds to pay for extra duty pay for staff that provide tutorials for students identified as at risk. We also utilize these funds to purchase the instructional materials needed in the tutorials. Finally, we pay portions of a few salaries as well.

Personnel for 295 Benavidez Elementary School

Name	Position	FTE
Jessica Taylor	Tchr, Multigrade	1
Maribel Quinonez	Teacher Specialist	1
Martha Redon	Tch, bilingual Pre-K	1
Milena Lloyd	Tchr. Bilingual	1
Teresa Garcia	Tchr, Intervention Gnrl-Ttl1 Hrly	0.49

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making of schools. Title I schools additionally are charged with ensuring that federal dollars are allocated to meet students' needs.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of different stakeholders including teachers, campus-based leaders, paraprofessionals, and members of the community.

Stakeholders are involved in the process of developing and reviewing this plan through:

- The SDMC monthly meetings

- PTO input

- Teacher goal setting

2.2: Regular monitoring and revision

In addition to the formative reviews, strategies funded by Title I are also monitored periodically. At Benavidez, the current monitoring strategies are:

- Weekly Administration Review Meetings

- Weekly Teacher Support Meetings

- Weekly PLCs

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 Website

- Front Office

Parents will be informed on how to access the SIP through:

- Class Dojo

- School Messenger

The SIP will be translated into:

- Spanish

- Pashto

- Farsi

2.4: Opportunities for all children to meet State standards

Opportunities for all children to meet State standards at Benavidez are:

- Guided Math and Reading

- Skills-based intervention blocks for all grade levels during the school day

- Read-Alouds in English and Spanish

2.5: Increased learning time and well-rounded education

Ways in which we increase learning and well-rounded education are:

- GAP Time interventions for grades KG-5

- Enrichment classes: music, art, P.E., Science Lab, Computer Lab, Library. During Enrichment classes, students are exposed to academic vocabulary, language proficiency in different contexts, and through the different activities, students receive support for Math and Reading.

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

An important focus in on school-wide strategies that provide opportunities for all learners; especially those who are at risk of not meeting the challenging State readiness standards at proficient and advanced.

Some of the research-based strategies utilized at Benavidez are:

- Content-Based Language Instruction: across subjects, all teachers are trained on strategies that help students develop language while achieving content.

- Proficient Tier I instruction in all content areas: teachers with the support of the Instructional Leadership Team will develop lessons that will increase student outcomes

- At-Bats: Teachers will practice the lesson planning internalization protocol with their peers.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Angela Furnari	Teacher Interventionist	Title I	1.0
Titilola Kalu Uka	Teacher Class Size Reduction	Title I	1.0

Addendums

2022-2023
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____ **Campus Number** _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   _____

Continued on next page….

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SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

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SPECIAL REVENUE FUNDING GOALS, continued

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities**.**

1. _____

2. _____

3. _____

4. _____

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

B. Indicate how the Parent and Family Engagement Policy was distributed.

C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page….

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?
If <u>yes</u>, please list the items below. If <u>no</u>, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

_____

_____

_____

_____

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

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ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.
NOTE: All allowable positions must be paid 100% with Title I funds as __split-funded Title I positions are not allowable.__

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
***Teacher, Class-Size, Kinder**	30001366	
***Teacher, Class-Size, K-ESL**	30001376	
***Teacher, Class-Size, K-Bilingual**	30001377	
***Teacher, Class-Size, ESL**	30000553	
***Teacher, Class-Size, Bilingual**	30001374	
***Teacher, Class-Size Reduction [General]** All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the **State's** standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).*

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Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate "Yes" or "No" below if your campus's Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

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