Fort Worth Independent School District

103 Benbrook Elementary School

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:

Mission Statement

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Comprehensive Needs Assessment

Revised/Approved: April 11, 2023

Demographics

Demographics Summary

Benbrook Elementary is a 70 year-old, PK-5th Title I campus in Fort Worth ISD in Benbrook, TX. Our campus is located in the small community of Benbrook, southwest of Fort Worth. We have a tight-knit, small town feel, yet benefit from the resources and support of a large district. Most families live within two miles and drop off and pick up students. Our only students who ride a bus are those served in our SEAS (Social Emotional Academic Support) and ECSE (Early Childhood Sprecial Education) programs.

Our current enrollment is 465 students, however enrollment is expected to decrease by 103 students when four Prek units are moved to the relief campus and Westpark Elementary in the 2023-2024 school year. Additionally, a new charter school has opened in Benbrook and has drawn 20-30 students from our attendance area. We need to ensure a high quality education is provided at Benbrook ES in order for our neighborhood families to choose their home campus.

Enrollment at Benbrook by ethnicity includes:

- Hispanic: 30.3%
- African American: 4.7%
- White: 57.2%

  Asian: .2%

- Pacific Islander: 0%
- Two or more races: 6.7%

Benbrook Elementary's student groups include:

English Language Learners (ELLs): 3.9%

Gifted and Talented: 6.5%

Special Education: 11.8%.

Section 504: 9.2%

Economically Disadvantaged: 55.5%

At Risk: 63.4%

Benbrook Elementary employs a high-quality, talented staff with an average of 16 years teacher experience. Benbrook is fortunate to have a staff with a low mobility rate and tenured experience.

Demographics Strengths

- Strong partnership with parents and community members.
- Small town community feel with the benefit of large district support.
- Strong family engagement and an active PTA.

- Our student mobility rate is 12.1, lower than the state and district rates.
- The turnover rate among our staff is low, and teachers are experienced (16 year average).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 25% of enrolled ELL students are new to the country and unable to access grade level material. **Root Cause:** 3-5th teachers are unable to meet the variety of needs that unschooled, new to the country, students have in a classroom where learning to read is not a grade level standard.

Problem Statement 2 (Prioritized): GT services are provived in a pull out setting for the 6.9% identified and therfore all students in the classroom do not benfit from exposure to high level GT rigor and instructional stragies. **Root Cause:** Due to GT pull out services the general education enviornment does not support GT students with intentionality.

Fall Very Low:12%, Low:16%, Optimal:62%, High:5%, Very High:5%

Spring Very Low:11%, Low:12%, Optimal:67%, High:5%, Very High:5%

Student Learning Strengths

* 4th grade Reading scores in 22-23 were higher than district and state averages.

* Science earned a distiction for performance.

* Rated A in student growth. Students are demonstrating a year or more of growth on STAAR.

* First grade reading growth on MAP is continuing to grow and is the highest growth on the campus.

* Students are able to use the rhithm tool to identify their social emotional state and learing readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance data indicates inconsistant acheivement results across all grade levels and contents using multiple data points.. **Root Cause:** Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)

Problem Statement 2 (Prioritized): No more than three special educations student meet on STAAR in any grade level or content. **Root Cause:** Master schedule and class rosters have created gaps in general education setting by limiting the access to tier one instruction.

Problem Statement 3 (Prioritized): An average of 47% of students are not meeting expected growth in Math and 48.5% in Reading on the MAP assessment. **Root Cause:** The campus has not created protocols for high quality testing enviorments that support students oprtimal performance.

Problem Statement 4 (Prioritized): 38% of student in the fall and 33% in the spring, report not being in the optimal learning zone according to Rhithm data. **Root Cause:** Teachers and classrooms do not have the training or tools to address current social and emaotional needs of students.

School Processes & Programs

School Processes & Programs Summary

Problem Statement 2 (Prioritized): Campus tracking of academic and behavioral interventions is inconsistent. **Root Cause:** Administration has not set a clear expectations for how interventions should be logged and tracked.

Perceptions

Perceptions Summary

Benbrook's vision statement is creating a community of respectful and productive citizens who are lifelong learners. The mission is, we will provide a challenging education which motivates students to excel academically and to be a constantly developing community of learners.

We are a Title One campus and as such, provide campus wide parent involvement opportunities on a regular basis. These include:

* Variety of parent nights to encourage engagement

Problem Statement 8 Areas: Demographics

Problem Statement 9: Campus tracking of academic and behavioral interventions is inconsistent.
Root Cause 9: Administration has not set a clear expectations for how interventions should be logged and tracked.
Problem Statement 9 Areas: School Processes & Programs

- State certified and high quality staff data
- T-TESS data

District Goals

District Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40% to 70% by May 2024.
Increase the percentage of special education students in K-3 who Meet or Exceed grade level expectations on key MAP Fluency indicators from 5% to 50% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Results

Strategy 1: Create optimal testing environments.

Strategy's Expected Result/Impact: 90% of students will meet expected growth targets from BOY to MOY and MOY to EOY.

Staff Responsible for Monitoring: Principal/AP/Teachers

Title I:
2.4, 2.5
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Purchase of campus headphones for testing. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** AP - testing coordinator **Date(s) / Timeframe:** August 2023-May 2024 **Funding Sources:** Headphones - Title I (211) - 211-11-6399-04E-103-30-510-000000-24F10 - $5,000				

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Performance data indicates inconsistant acheivement results across all grade levels and contents using multiple data points.. **Root Cause**: Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)
Problem Statement 3: An average of 47% of students are not meeting expected growth in Math and 48.5% in Reading on the MAP assessment. **Root Cause**: The campus has not created protocols for high quality testing enviorments that support students oprtimal performance.

District Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 48% to 75% by May 2024.
Increase the percentage of Special Education students who meet or exceed projected growth on MAP Growth Reading from 17% to 50% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth Reading Results

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by scheduling 1/2 day planning opportunities for teachers each six weeks. This time will be used to engage teachers in TEKS internalization and ensuring lessons and assessments are aligned to mastery of standards.

Strategy's Expected Result/Impact: Teachers will be able to develop and deliver high quality tier 1 instruction with clear outcomes and mastery targets for all students, including SPED students.

Staff Responsible for Monitoring: Principal/AP

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Substitutes provided for teachers (classroom and SPED) to attend six week planning PD with administration and instructional coach. **Intended Audience:** Classroom and Special Education teachers				

Provider / Presenter / Person Responsible: Principal/AP/Instructional coach
Date(s) / Timeframe: September 2023-April 2024
Collaborating Departments: Literacy
Delivery Method: Professional Development in group setting provided by Principal and/or AP.

Funding Sources: Substitutes for classroom coverage on planning days -

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Librarian will attend The Texas Association Annual Conference to develop and learn new strategies to build a high quality library that supports all learners. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Librarian/Principal **Date(s) / Timeframe:** April 2024 **Collaborating Departments:** Library Department **Delivery Method:** Conference **Funding Sources:** Registration and travel - Title I (211) - 211-12-6411-04E-103-30-510-000000-24F10 - $2,000				

Action Step 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3: New books will be purchased for the library in order to keep books current and allow for removal of worn or damaged books. **Intended Audience:** Kinder - 5th grade students. **Provider / Presenter / Person Responsible:** Librarian **Date(s) / Timeframe:** November 2023 - December 2023 **Collaborating Departments:** Library department $6,000 **Funding Sources:** Purchase of library books - Title I (211) - 211-12-6329-04E-103-30-510-000000-24F10 - $6,000				

Action Step 4 Details	Reviews
Action Step 4: Campus will purchase class sets of novels for grade 3rd, 4th and 5th to support literacy skill building and	

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- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Perceptions 2, 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Family Night at the Museum. **Intended Audience:** All families **Provider / Presenter / Person Responsible:** AP/Principal/Parent Engagement Specialist **Date(s) / Timeframe:** November 2023 **Funding Sources:** Payment to Museum - Parent Engagement - 211-61-6299-04L-103-30-510-000000-24F10 - $900				

Action Step 2 Details	Reviews	
	Formative	Summative
Action Step 2: Provide each family a chapter book with family activities to support the book. (Charlotte's Web) **Intended Audience:** All families **Provider / Presenter / Person Responsible:** Parent Engagement Specialist/Principal/AP **Date(s) / Timeframe:** February 2024 **Funding Sources:** Purchase Charlotte's Web books - Parent Engagement - 211-61-6329-04L-103-30-510-000000-24F10 - $812		

District Goal 2: Early Math
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 93.2% to 96% by May 2024.
Increase the percentage of Economically Disadvantaged students in PK who score On Track on Circle Math from 91.9% to 94% by May 2024

Evaluation Data Sources: Circle Math Results

Strategy 1: Meet in PLC with PreK teachers to ensure identification of students that are Economically Disadvantaged. Plan instruction by identifying specific instructional gaps using BOY Circle data and teacher assessment.

Strategy's Expected Result/Impact: Student performance of Economically disadvantaged PreK students as determined by circle will show 98% of students on track.

to MOY and a minimum of 4-5 points from MOY to EOY.

Staff Responsible for Monitoring: Principal/AP/Teachers

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews
Action Step 1:	

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: GT and talent pool students will receive acceleration during intervention times to ensure earning Masters on STAAR. **Intended Audience:** GT students **Provider / Presenter / Person Responsible:** AP/Librarian/classroom teachers **Date(s) / Timeframe:** October 2023-March 2024 **Delivery Method:** small group instruction **Funding Sources:** small group materials for instruction - Gifted & Talented (199 PIC 21) - - $230				

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: GT services are provived in a pull out setting for the 6.9% identified and therfore all students in the classroom do not benfit from exposure to high level GT rigor and instructional stragies. **Root Cause**: Due to GT pull out services the general education enviornment does not support GT students with intentionality.
Student Learning
Problem Statement 1: Performance data indicates inconsistant acheivement results across all grade levels and contents using multiple data points.. **Root Cause**:

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 10.6% to 5% by May 2024.

Evaluation Data Sources: attendance data

Strategy 1: Attendance committee will meet every 3 weeks to review absences and admin will contact parents about the significance of absences and being in class.

Strategy's Expected Result/Impact: Reduce the number of absences and increase overall attendance rate by 4%.

Staff Responsible for Monitoring: AP and attendance committee

Title I:
2.5, 2.6

Problem Statements: Perceptions 3

Strategy 2: Parent expectations meetings will be held during the first two weeks of school for every grade level.

Strategy's Expected Result/Impact: Meetings will clearly explain attendance expectations and district policy regarding attendance so that parents are fully aware of attendance requirements.

Staff Responsible for Monitoring: AP/teachers

Title I:
2.6, 4.1
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 3

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Campus attendance rate has increase 3% and chronic absenteeism has increased 7%. **Root Cause**: Parent have not had clear communication about the the impact of missed and instruction and the FWISD attendance policy.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Maintain the overall number of discipline referrals by school personnel at 0 by May 2023.
Maintain the number of discipline referrals by school personnel for the student group that is most marginalized on our campus at 0 by May 2023.

Evaluation Data Sources: Discipline reports

Strategy 1: Promote positive school behaviors with character read-a-louds each 6 weeks.

Strategy's Expected Result/Impact: Behavior traits in the books will be reinforced throughout the school with campus lessons, morning announcements, and recognition of students that exemplify the positive behaviors.

Staff Responsible for Monitoring: Principal/AP/Librarian

Title I:
2.5, 2.6
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Purchase of character trait focused texts for classrooms to support 6 week read-a-louds and lesson in the classroom. **Intended Audience:** Students campus wide **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August 2023 - April 2024 **Collaborating Departments:** Library **Delivery Method:** Whole group to campus **Funding Sources:** Character texts for each classroom - Title I (211) - 211-11-6329-04E-103-30-510-000000-24F10 - $2,013.42				

No Progress | Accomplished | Continue/Modify | Discontinue

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Campus tracking of academic and behavioral interventions is inconsistent. **Root Cause**: Administration has not set a clear expectations for how interventions should be logged and tracked.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Maintain the number of in and out of school suspensions for African American students on our campus at 0% by May 2024.

Strategy 1: Discipline committee will meet each 6 weeks to review discipline data and ensure that behavior supports are planned to eliminate suspensions.

Strategy's Expected Result/Impact: Keep campus current suspension rate under 5 total for all populations in the 23-24 school year.

Staff Responsible for Monitoring: AP/Principal

Title I:
2.4, 2.6
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Student Learning 4 - Perceptions 3

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: 38% of student in the fall and 33% in the spring, report not being in the optimal learning zone according to Rhithm data. **Root Cause**: Teachers and classrooms do not have the training or tools to address current social and emaotional needs of students.
Perceptions
Problem Statement 3: Campus attendance rate has increase 3% and chronic absenteeism has increased 7%. **Root Cause**: Parent have not had clear communication about the the impact of missed and instruction and the FWISD attendance policy.

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Substitutes for testing	Subs for supplemental instruction	211-11-6112-04E-103-30-510-000000-24F10	$5,000.00
1	1	2	1	Headphones	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	$5,000.00
1	2	1	1	Substitutes for classroom coverage on planning days	Subs for professional development	211-11-6112-0PD-103-30-510-000000-24F10	$9,000.00
1	2	2	1	paper, letter manipulatives, note cards	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	$2,000.00
1	2	3	1	Program license	Contracted instructional services	211-11-6299-04E-103-30-510-000000-24F10	$6,000.00
1	2	3	2	Registration and travel	Travel for Librarian (PD)	211-12-6411-04E-103-30-510-000000-24F10	$2,000.00
1	2	3	3	Purchase of library books	Reading materials for library use	211-12-6329-04E-103-30-510-000000-24F10	$6,000.00
1	2	3	4	Sets of Novels	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	$7,000.00
2	3	2	1	instructional materials	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	$133.00
3	1	1	1	Pay for teachers extra duty to tutor	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-103-30-510-000000-24F10	$10,000.00
4	2	1	1	Character texts for each classroom	Reading materials for classroom use	211-11-6329-04E-103-30-510-000000-24F10	$2,013.42
4	4	1	1	Materials for cool down and sensory release	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	$1,867.00
						Sub-Total	$56,013.42
						Budgeted Fund Source Amount	$56,013.42
						+/- Difference	$0.00

SCE (199 PIC 24)	
District Goal	**School Performance**

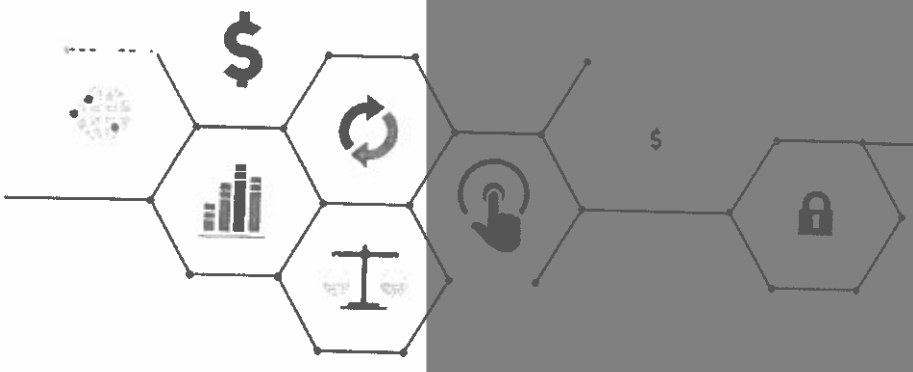
SPED (199 PIC 23)				
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed

Addendums

Fort Worth SCHOOL DISTRICT | DIVISION OF BUSINESS AND FINANCE

Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

7060 Camp Bowie Blvd.
Fort Worth, Texa 6116
OFFICE 817.814.2291



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Fort Worth, Texas 76116
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Fort Worth Independent School District | DIVISION OF BUSINESS AND FINANCE

Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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7060 Camp Bowie Blvd.
Fort Worth, Texas 76116
OFFICE 817.814.2291

Employee Name (please print).

Employee Signature: Date:

Supervisor Signature: Date: 9.20.23

Bowie Blvd.
Texas 6116
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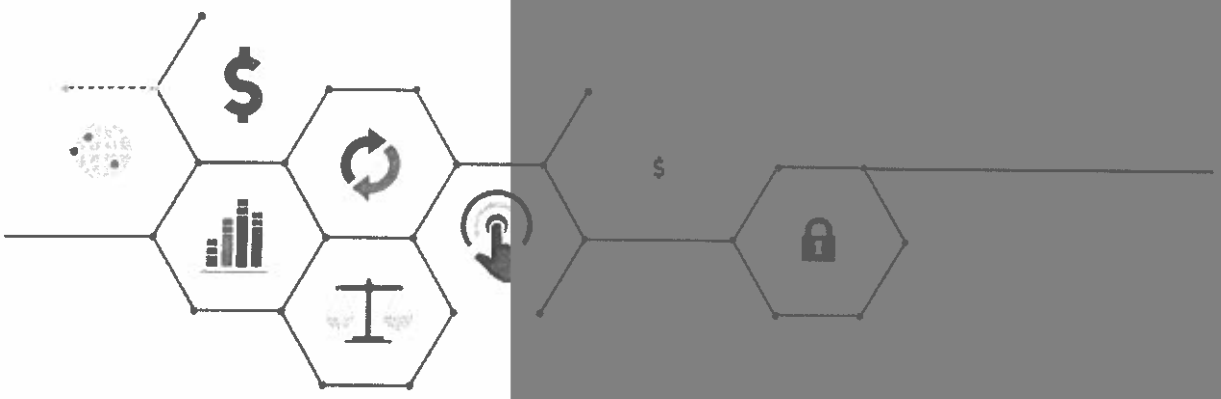
DIVISION OF
BUSINESS AND FINANCE



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Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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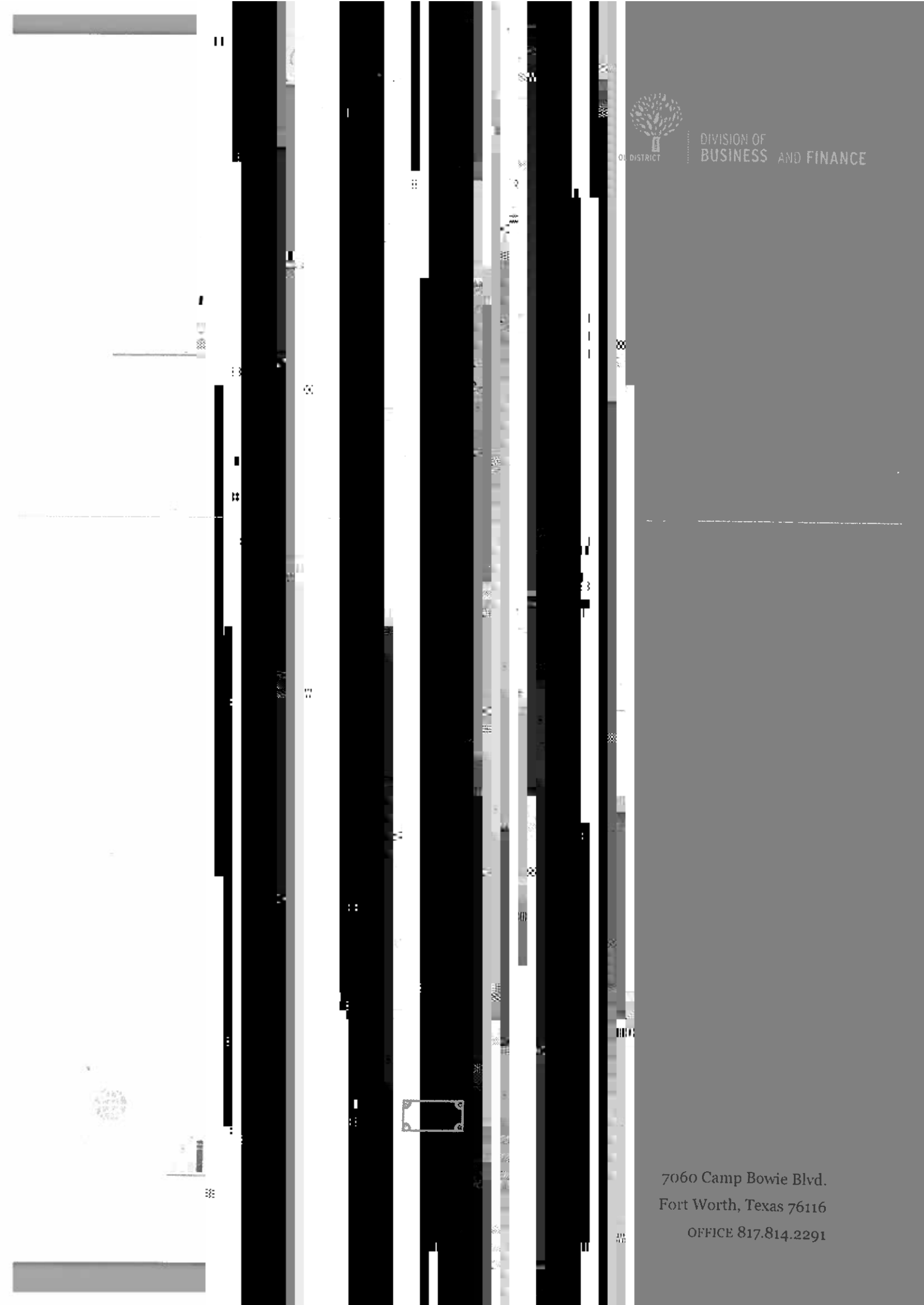

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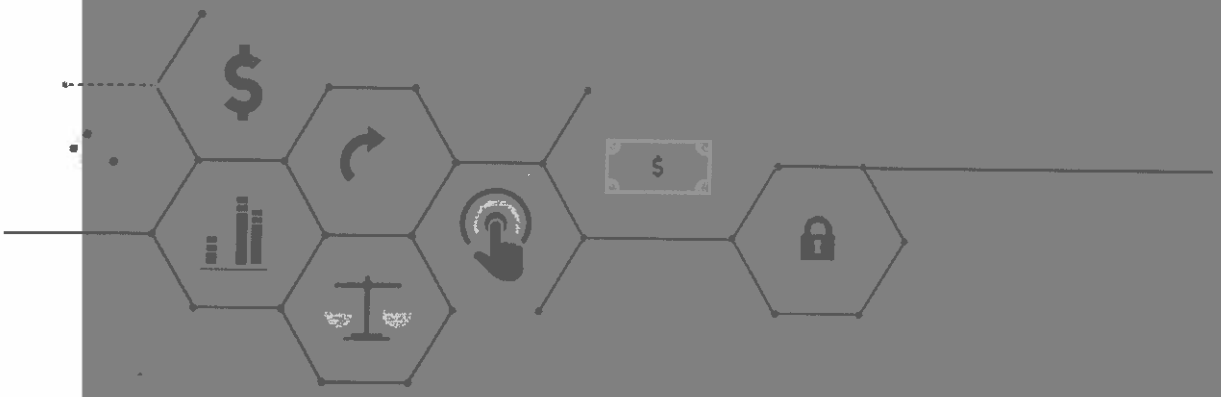
Fort Worth Independent School District | Division of Business and Finance

Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024