

New Caney Independent School District
Bens Branch Elementary School
2021-2022 Campus Improvement Plan

Board Approval Date: October 18, 2021

Mission Statement

**BENS BRANCH ELEMENTARY
WILL PROVIDE AN EXEMPLARY
EDUCATIONAL
EXPERIENCE IN AN ENVIRONMENT
THAT FOSTERS POSITIVE
AND COLLABORATIVE RELATIONSHIPS
BETWEEN STUDENTS, STAFF, FAMILIES**

**AND
COMMUNITY MEMBERS.**

Vision

**BENS BRANCH ELEMENTARY WILL BE A
PLACE WHERE
ALL STUDENTS EXCEL IN
MEETING THE CHALLENGES OF THE 21ST
CENTURY.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics

According to the 2019-2020 TAPR Report, BBE had a student enrollment of 687 students PK-5 grade. Our ethnic distribution consists of the following: African American-4.5%, Hispanic-44%, White-43%, American Indian-0.3%, Asian-4.8%, Pacific Islander-0.1%, and two or more races-2.5%. Special program populations include: Economically Disadvantaged-47.5%, Section 504-10%, English Learners-23.6%, Dyslexia-7.9%, Homeless-3.3%, Immigrant-1.9%, Gifted and Talented-5.5%, and At-Risk-53.1%. Gender enrollment is 43.7% female and 52.7% male. The mobility rate of our students is 12.8%. Overall student enrollment has fluctuated over the past four years ranging from 623 to 687. Our current enrollment for the 2021-2022 school year is 657. The average student to teacher ratio is 1:21. Students attend BBE from Oakhurst, properties off of Old Sorters Road, and small apartment complexes on FM 1314.

Staff Quality

Paraprofessionals are required to have a high school diploma/GED and have 60 semester hours, 90 quarter units or an Associates Degree or higher from an accredited college or university. Additionally, this personnel is required to pass the Instructional Assistance Test, Master Teacher Courses, and Safe Schools Coursework. 74% of classroom teachers at BBE have a bachelor's degree and 23.4% hold a master's degree. Only 5.7% of our classroom teachers are brand new to the profession.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



Goals




Goal 1: Bens Branch Elementary will increase the achievement of all students and prepare for post-secondary education and the workplace through high quality, student-centered programs.


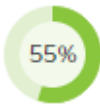


Performance Objective 1: At least 85% of BBE students will reach approaches level, 56% will reach meets, and 30% will reach masters level on all subject areas of STAAR. PK-2 students will meet standards as indicated by CLI and AimsWeb reports.











HB3 Goal

Evaluation Data Sources: 2020 STAAR data, AimsWeb, CBA, and CLI (PK/K only) data will be desegregated to identify areas of strengths and weaknesses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher instruction will be based on the TEKS. Supplemental tutors will support struggling students with reading and math development. Academic and EL Coach will be utilized to support instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: Student scores, benchmark assessments and performance on daily tasks will increase as the year progresses.</p> <p>Staff Responsible for Monitoring: Administrators, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Funding Sources: Supplemental Intervention personnel- Hourly tutors during the instructional day - Title I, Instructional Coach - Title I</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated Instructional Materials will be provided to teachers in all grade levels, PK-5, and all content areas, including Reading, Writing, Math, Science and Social Studies to support and enhance the learning of all students.</p> <p>Strategy's Expected Result/Impact: Conceptual Knowledge will increase in all content areas. Scores in Math, Reading, Writing, and Science will increase by the targeted 10 points.</p> <p>Staff Responsible for Monitoring: Admin and Coaches</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Bens Branch will implement HB3 PK-3 reading and math proficiency goals. Professional development, teacher resources and student resources will be purchased to implement goals with fidelity to reach targets for student learning.</p> <p>Strategy's Expected Result/Impact: Students success in the academic areas of reading and math will increase with the additional supports.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Early Education Allotment</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus staff with participate in curricular meetings and professional development trainings to ensure vertical alignment, support student learning and further develop the rigorous Tier 1 teaching needed for student success.</p> <p>Strategy's Expected Result/Impact: More aligned curriculum and better planning for students. Less gaps in student instruction.</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Ochoa - Science PD - Title I - \$1,913</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize intervention personnel, such as RTI, RTI paraprofessional, GT teachers, Academic Coach and EL Coach, to provide additional acceleration for all students, to support student learning, and raising academic achievement as well as monitor their progress.. (Special Ed students, Reg Ed students, LEP students, 504 students and GT students, at-risk students).</p> <p>Strategy's Expected Result/Impact: Student data from benchmark assessments, DRA's, report cards/progress reports will increase as well as students receiving interventions through SPED, Dyslexia, RTI will show progress.</p> <p>Staff Responsible for Monitoring: Teachers, RTI Interventionist, Academic Coach, ELL Specialist, SPED Teachers, Dyslexia Interventionists, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Funding Sources: Salary and benefits for RTI specialists and substitutes - Title I, Salary and Benefits for RTI specialists - State Compensatory Ed, Salary for EL Specialist - State Compensatory Ed - \$69,693, Instructional Aide - Title I</p>	Formative			Summative
	Oct	Dec	Mar	June
				



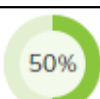




Strategy 6 Details	Reviews			
<p>Strategy 6: Dual Language and ESL students will receive acceleration through ESL instruction and SIOP provided by teachers and supported by specialists trained in SIOP strategies. In addition, ELLevation instructional strategies will be used to increase English language acquisition.</p> <p>Strategy's Expected Result/Impact: Progress reports and report cards monitored for student growth.</p> <p>Staff Responsible for Monitoring: Dual language teachers, ESL teachers, SIOP teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: EL Paraprofessionals - State BIL/ESL, ELLevation - Title III - \$2,750</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Monitor the progress of the Tier II and Tier III students using teachers and paraprofessionals through monthly meetings and weekly assessment data.</p> <p>Strategy's Expected Result/Impact: Checkpoints, progress monitoring, assessments, RTI, AIMSWEB</p> <p>Staff Responsible for Monitoring: Principals, teachers, tutors, RTI teacher and RTI paraprofessional.</p> <p>Funding Sources: - Local, - Title I, Ashley Dixon - 0.5 FTE - State Compensatory Ed</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize Curriculum Coordinators and Campus Academic Coach to provide data analysis and verification, training and building capacity to improve instruction through data-driven decision making related to the improvement of instruction.</p> <p>Strategy's Expected Result/Impact: Checkpoints, benchmarks, progress monitoring, assessments</p> <p>Staff Responsible for Monitoring: Principals, coordinators</p> <p>Funding Sources: RRR Conference - Title I - \$400</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: BBE will continue to screen and provide intervention and accommodations for students with dyslexia tendencies and related disorders. (AimsWeb, Esperanza, ESC Trainings). Substitutes will be provided for teachers attending intervention trainings.</p> <p>Strategy's Expected Result/Impact: District and Campus Coordinators will periodically meet to assess the degree of student/program success. Agendas and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - Dyslexia Grant</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Dyslexia services will be provided in a small group setting to assist identified students in targeted reading instruction. Students will be screened using AimsWeb and Esperanza. In order to provide targeted reading instruction additional resourced and materials will be needed to meet their reading needs.</p> <p>Strategy's Expected Result/Impact: Improvement in achievement with students in the dyslexia program as well as more students identified or targeted for support.</p> <p>Staff Responsible for Monitoring: Principal and Dyslexia Specialist</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Headphones - Dyslexia Grant - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Paraprofessionals will be hired to support the Pre-K teachers with academic and language needs.</p> <p>Strategy's Expected Result/Impact: Students will have more academic growth with additional support.</p> <p>Staff Responsible for Monitoring: Pre-K teachers and principal.</p> <p>Funding Sources: - State Compensatory Ed - \$25,258</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Immigrant and Migrant students and parents will learn about American culture and interactions with the school system, with a goal on family literacy.</p> <p>Strategy's Expected Result/Impact: Parents participating in family literacy</p> <p>Staff Responsible for Monitoring: Director of bilingual and migrant services</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title III - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Provide materials and items necessary for homeless, unaccompanied youth, and foster care students to be successful in school and pass the state accountability exams.</p> <p>Strategy's Expected Result/Impact: Student success will increase.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Title I - \$1,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Bens Branch Elementary will increase the achievement of all students and prepare for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 2: BBE will maintain a student attendance rate of 96% or above for the 2021-2022 school year.

Evaluation Data Sources: TAPR Report, School Report Card, and Weekly Attendance Reports from PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an incentive program for perfect attendance for students and staff Strategy's Expected Result/Impact: Student attendance increase as will their progress. Staff Responsible for Monitoring: Principal, Attendance Secretary, Counselor, Teachers Funding Sources: - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents of absent students will be contacted by teacher or attendance secretary daily and student names entered in call log. Strategy's Expected Result/Impact: Attendance will increase. Staff Responsible for Monitoring: Teachers/Attendance Secretary Funding Sources: - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents of students with attendance problems will be notified in writing and referred to the attendance committee. Strategy's Expected Result/Impact: Student attendance increase as will their progress. Staff Responsible for Monitoring: Attendance Secretary, homeroom teacher Funding Sources: - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Bens Branch Elementary will increase the achievement of all students and prepare for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 3: BBE will foster the use of technology as an effective instructional strategy utilizing Chromebooks with the 1-to-1 initiative.





Evaluation Data Sources: Evaluation of Technology Plan and Canvas Usage

Goal 2: All Bens Branch Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 1: BBE will implement routines and procedures to ensure a safe an orderly environment for all students and staff.

Evaluation Data Sources: Practice Safety Drills, PBIS

Strategy 1 Details	Reviews			
<p>Strategy 1: All students and parents will be informed of the students code of conduct for the district as well as campus policies and procedures.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be monitored and will show a decrease from the previous year.</p> <p>Staff Responsible for Monitoring: Teachers, Students, Parents</p> <p>Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff members will be informed about:</p> <ul style="list-style-type: none"> * Disaster drills * Building security * School safety * District crisis plan * Conflict resolution * AED drills <p>Strategy's Expected Result/Impact: Faculty and students will know the procedures of the campus, improving their feelings of safety and security.</p> <p>Staff Responsible for Monitoring: AP</p> <p>Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide group counseling in conflict resolution, study skills, self concept, character education and other areas addressed to targeted students.</p> <p>Strategy's Expected Result/Impact: Fewer discipline referrals and bullying complaints.</p> <p>Staff Responsible for Monitoring: Principals, Counselor</p> <p>Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide guidance program to improve student social skills in violence prevention, personal safety and career opportunities for targeted students.</p> <p>Strategy's Expected Result/Impact: Fewer discipline referrals and bullying complaints.</p> <p>Staff Responsible for Monitoring: Counselor, Principals, Teachers</p> <p>Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All students and teachers will participate in the implementation of an SEL program, 7 Mindsets, promotes meaningful conversations, connections, and relationships between students and teachers. Implementation will include a campus wide book study, and professional development during faculty meetings, class meetings and House meetings.</p> <p>Strategy's Expected Result/Impact: We will see a reduction in office referrals and teacher and student survey data will show increases in the areas researched through the Panorama survey.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I - \$0, - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to implement the WATCH DOG Program</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals in the transition areas</p> <p>Staff Responsible for Monitoring: Counselor, Office Personnel, Principals</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: All Bens Branch Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 2: BBE will implement restorative/conscious discipline strategies to model and shape expected behavior.

Evaluation Data Sources: 7 Mindsets Curriculum, PBIS, Attendance Logs, Discipline Referrals

Goal 3: Bens Branch Elementary will actively involve the parents and community members as partners in the student's education.

Performance Objective 1: BBE families will receive weekly communication from classroom teachers and monthly communication from administration, detailing upcoming events, school initiatives, and parent resources in English and Spanish.

HB3 Goal

Evaluation Data Sources: Smore Newsletters, Remind, Skyward, Tuesday Folders, Facebook, Twitter

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly folders will be used for school/home communication. The campus newsletter and all required Title 1 documents will be emailed home to all parents in both languages, English and Spanish. Parents who do not have email, will receive a paper copy.</p> <p>Strategy's Expected Result/Impact: Fewer parental complaints and more involvement from parent.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Title I parent compacts will be revised and reviewed annually. Parent Compacts will be discussed at Parent Orientation in September as well as accountability and the parental involvement policy.</p> <p>Strategy's Expected Result/Impact: Parents will be educated on policies of the campus.</p> <p>Staff Responsible for Monitoring: Teachers and Site-Based Committee</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: - Title I - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A schedule for Special (Music, PE Computer) times will be provided for parents by individual grade levels</p> <p>Strategy's Expected Result/Impact: Parent communication and support will increase,</p> <p>Staff Responsible for Monitoring: Secretary, Teacher</p> <p>Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Through the continued development of the PTO, parent volunteers will continue to aid staff/students.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement.</p> <p>Staff Responsible for Monitoring: Principals, Volunteer coordinator</p> <p>Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Spanish-speaking staff members to improve communication with the Hispanic population.</p> <p>Strategy's Expected Result/Impact: Staff survey/parent survey</p> <p>Staff Responsible for Monitoring: ELL Specialist, , aides, Bilingual teachers, aides</p> <p>Funding Sources: - Title III - \$0, - State BIL/ESL - \$0, - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Various events will be held to increase community involvement and visibility, such as a Festival, Food Drive, Coat and Toy Drive, and the like.</p> <p>Strategy's Expected Result/Impact: Community Participation</p> <p>Staff Responsible for Monitoring: Principal, Teachers, PTO, Student Council, NEHS</p> <p>Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement backpack (food) program for homeless students in need.</p> <p>Strategy's Expected Result/Impact: Participation by students in need</p> <p>Staff Responsible for Monitoring: Counselor, Food Service</p> <p>Funding Sources: - Title I - \$0, - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide opportunities for parents to celebrate student success and participation in various activities. Some examples are Semester Honor Roll Assemblies, Family Nights for academics and Fine Arts, Academic Pep Rallies, House Celebrations, and Dual Language Nights.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase as well as communication between home and school.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Counselor</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Parent Involvement - Title I</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide training to parents both English and Spanish speaking parents to increase academic and parental involvement through "Parenting Partners".</p> <p>Strategy's Expected Result/Impact: Increased parent volunteers, student scores on CBAs, decrease in behavior</p>	Formative			Summative
	Oct	Dec	Mar	June

referrals


Staff Responsible for Monitoring: Administrators, ELL Specialist, Counselor


Title I Schoolwide Elements: 3.2

Funding Sources: - Title I, - Local - \$0

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Bens Branch Elementary will actively involve the parents and community members as partners in the student's education.

Performance Objective 2: BBE will provide multiple opportunities/events for parental involvement and community outreach during the 2021-2022 school year.





Evaluation Data Sources: Title I Sign-In Sheets, Newsletters, Remind, Skyward, Tuesday Folders, Facebook, Twitter

Goal 4: Bens Branch Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: BBE teachers, administrators, and paraprofessionals will participate in meaningful and quality professional growth opportunities.

HB3 Goal

Evaluation Data Sources: Training Certificates, Canvas Course, Reading Academy, Master Teacher Courses

Strategy 1 Details	Reviews			
<p>Strategy 1: BBE will have 100% highly effective teachers and 100% highly qualified paraprofessionals on staff. Strategy's Expected Result/Impact: Stronger instruction for all students. Staff Responsible for Monitoring: Principals Funding Sources: - Title I - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Novice teachers will be provided with mentors. Strategy's Expected Result/Impact: Stronger instructional strategies and classroom management for novice teachers. Staff Responsible for Monitoring: Principals, Mentors Funding Sources: - Title II</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Select BBE Teacher of the Year and Employees of the Year. Strategy's Expected Result/Impact: Teacher support and motivation as well as recognition. Staff Responsible for Monitoring: BBE staff Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide Intervention/Enrichment Time Strategy's Expected Result/Impact: Improved overall academics, CBA scores and STAAR data Staff Responsible for Monitoring: principals and staff Funding Sources: - Local - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Bens Branch Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 2: All BBE teachers and paraprofessionals will meet certification standards according to ESSA certification requirements.

Evaluation Data Sources: Campus and District Plan