

Brazosport Independent School District

A.P. Beutel Elementary

2023-2024 Improvement Plan

Accountability Rating: A



Mission Statement

A. P. Beutel Elementary School is committed to providing a positive and productive learning environment to help all children reach their potential by building academic success and positive self image.

Vision

Blazing a trail into the future through innovation, to produce positive and productive learning environments for all.



Value Statement

We believe every child deserves the highest quality education

We believe everyone is accountable for student success

We believe students find purpose through connections with their schools

We believe collaborative partnerships are vital to strengthening the learning experience

We value and support the contributions of our staff

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.	13
Goal 2: Brazosport ISD learning environments will be safe, secure, and conducive to learning.	17
Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.	20
Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.	24
Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.	27
State Compensatory	29
Budget for A.P. Beutel Elementary	30
Personnel for A.P. Beutel Elementary	30
Title I	30
1.1: Comprehensive Needs Assessment	31
2.1: Campus Improvement Plan developed with appropriate stakeholders	31
2.2: Regular monitoring and revision	31
2.3: Available to parents and community in an understandable format and language	31
2.4: Opportunities for all children to meet State standards	31
2.5: Increased learning time and well-rounded education	32
2.6: Address needs of all students, particularly at-risk	32
3.1: Annually evaluate the schoolwide plan	33
4.1: Develop and distribute Parent and Family Engagement Policy	33
4.2: Offer flexible number of parent involvement meetings	34
5.1: Determine which students will be served by following local policy	34
Title I Personnel	34
CEIC	35
A.P. Beutel Parental Involvement	36
Campus Funding Summary	37

Comprehensive Needs Assessment

Revised/Approved: May 22, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The comprehensive needs assessment was conducted during the spring of 2023. Data was collected for review during the spring. Grade levels were asked to review provided data and answer questions in reference to student learning. The CEIC committee then met to review and discuss the grade levels' responses and began to develop the problem statements and root causes. The CEIC committee met again to complete the summative review of the 2022-2023 CIP and make the problem statements quantitative. The 2023 CNA process is included and attached to this plan.

Demographics

Demographics Summary

A. P. Beutel Elementary is a Kindergarten through 4th grade campus with approximately 547 students, for the upcoming 23-24 school year we are adding ECSC and Pre-Kindergarten with an expected enrollment increase to above 600 students. We are about 62% low socio-economic, 42.18% Hispanic, 50.9% White, and 2.99% Black, Asian .88%, .35% American Indian/Alaskan Native, Two or Races 3.51%. Of these students, 4.3% are Limited English Proficient, 56% are considered At-Risk, 3.8% are considered Homeless and 20% make up a portion of the Special Education population. A.P. Beutel's Gifted and Talented students represent 10% of the population. For the 2022-2023 school year we had an average class size of 19 students to one teacher. The teachers have an average experience rate of 15.8 years, all of which are highly qualified.

Demographics Strengths

- Low migrant population
- 100% of teachers are highly qualified
- High number of transfer students- families want their students here
- Low student-staff ratios
- GT population has maintained

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 2 (Prioritized): Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 3 (Prioritized): Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. **Root Cause:** In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.

Student Learning

Student Learning Summary

A.P. Beutel has experienced and positive staff with high expectations for student learning. Teachers collaborate weekly as a grade level to ensure academic alignment across the grade level with fidelity. Most students are on track to show one year or more academic growth in both reading and mathematics. Our new students struggled in the beginning with the academic expectations, but have made gains this school year. schools year. For the 22-23 school year we were unable to meet for Vertical Alignment due to District Staff Development requirements on our *Campus Staff Development Days*. Students struggled in the beginning with the new academic expectations associated with the new STAAR format, but have made gains this school year. We do not know the exact performance of our students on the STAAR test for 22-23 school year, we only have *Raw Score Guidance*.

Student Learning Strengths

- Providing students with relevant learning in line with state expectations
- Each grade level is averaging at least a year's growth according to the STAR Ren math and reading screeners

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. **Root Cause:** In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.

Problem Statement 2: Not all student population groups are not showing at least one year's growth or they are showing Low Growth during the school year. **Root Cause:** Lack of implementation and monitoring of district Tier 1 priorities.

Problem Statement 3 (Prioritized): Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 4 (Prioritized): Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 5 (Prioritized): Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. **Root Cause:** Lack of implementation and monitoring of district Tier 1 priorities.

Problem Statement 6 (Prioritized): In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 7 (Prioritized): In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

School Processes & Programs

School Processes & Programs Summary

Staff members are willing to go above and beyond to meet the needs of each student. Teachers have a daily common planning period which helps to accomplish this task. A daily common planning period also helps schedule parent conferences allowing all necessary teachers to attend. The Master Schedule incorporates an hour of RtI time. During this hour, all students requiring pull out are serviced (sped, ESL, GT, TIER 2 & 3). A.P. Beutel will continue to incorporate in-class support classes for Special Education services and ESL services across all grade levels as staffing allows, which reduces the number of students leaving the classroom for services.

100% of AP Beutel staff are highly qualified and certified in their area of teaching. High need students were serviced by three intervention specialists, three special education teachers and two paraprofessionals, and an ESL teacher and a part time ESL paraprofessional. To maintain the quality of service to these high need students, these staff members need to be retained. Due to funding one Interventionist and one special education paraprofessional were cut.

The structures that are in place to ensure that teachers implement effective practices are walkthroughs, observations, PLC/Collaborative Meetings, fidelity to the T-TESS, and test scores.

95% of parents are satisfied with their child's school experience. The end of year staff survey showed that most staff members are satisfied with their work environment and support given to them throughout the school year.

A.P. Beutel was named a 2021 National Blue Ribbon School for Closing the Achievement Gaps for the 2021-2022 school year.

School Processes & Programs Strengths

- Weekly Updates from Morris to parents and staff
- Great atmosphere, friendly staff, teachers like being here
- Common goal- high expectations for the kids

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 2 (Prioritized): Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 3 (Prioritized): Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. **Root Cause:** Lack of implementation and monitoring of district Tier 1 priorities.

Problem Statement 4 (Prioritized): In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 5 (Prioritized): In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 6 (Prioritized): Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. **Root Cause:** In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.

Perceptions

Perceptions Summary

A. P. Beutel Elementary has a positive climate, where students and staff agree this is a safe and trusted place. We continually strive to create a climate that is warm, welcoming, respectful, and conducive to the success of children. Students report feeling welcome and important as individuals. Teachers take the time to teach procedures at the beginning of the year and continuously reinforce these expectations throughout the school year, thus resulting in few discipline referrals. Both administrators are readily available and present throughout the campus. Parents are invited to accompany their children to foster learning through a variety of educational modalities. Administration will remind and push the staff towards continuous improvement so that these actions can result in higher achievement success for students. This includes continued communication with teachers and community stakeholders to ensure our campus is aligned with the district's vision, while not forgetting our own.

A.P. Beutel was named a 2021 National Blue Ribbon School for Closing the Achievement Gaps for the 2021-2022 school year.

Perceptions Strengths

- Communication between school and parents
- PTO Support
- Happy staff
- 2021 National Blue Ribbon School for Closing the Achievement Gaps
- Social Skills Curriculum, PBIS

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 2 (Prioritized): Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 3: Staff feels isolated within the building; relationships amongst staff are weak. **Root Cause:** Relationships among teachers are impacted by the lack of opportunities for staff across the building to socialize.

Priority Problem Statements

Problem Statement 1: Students are having trouble generalizing social and emotional skills in the classroom.

Root Cause 1: Students are arriving with a lack of social skills.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Negative student behavior is impacting instruction and student learning.

Root Cause 2: Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year.

Root Cause 3: Lack of implementation and monitoring of district Tier 1 priorities.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty.

Root Cause 4: We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty.

Root Cause 5: We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%.

Root Cause 6: In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- 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
- 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
- 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 (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 18, 2023

Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.





Performance Objective 1: The percentage of 3rd students that score Meet Grades Level or above on STAAR Reading will increase from 54% to 60% by June 2026 (HB 3 Early Literacy Outcome Goal) and 4th grade students will exceed or maintain State Expectations for the ELAR STAAR test of 90% Approaches, 60% Meets and 30% Masters.

HB3 Goal

Evaluation Data Sources: In 2023-2024, 63% of 3rd grade students will perform at the Meets Grade Level performance standard on the STAAR Reading exam and 4th grade students will exceed or maintain State Expectations for the ELAR STAAR test of 90% Approaches, 60% Meets and 30% Masters.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement quality TIER I ELAR instruction to all students to increase student engagement that is differentiated to address the learning needs of all students.</p> <p>Strategy's Expected Result/Impact: The number of students requiring TIER 3 ELAR support will decline by 5%.</p> <p>Staff Responsible for Monitoring: campus administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5, 6 - School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on STAAR Reading , or who did not score at grade level readiness on screeners focusing on the economic disadvantaged students ELL students and the special education students.</p> <p>Strategy's Expected Result/Impact: All students who perform at the Did Not Meets and Approaches Grade Level on CBAs and/or the previous year STAAR test, along with students who do not perform on grade level on reading screeners will be provided with timely interventions aligned to their deficiencies.</p> <p>Staff Responsible for Monitoring: Campus Interventionists, Campus Administrators and classroom teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5, 6, 7 - School Processes & Programs 3, 4, 5</p> <p>Funding Sources: Tutorials - Local 30-State Comp Ed - \$10,914</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 5: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. Root Cause : Lack of implementation and monitoring of district Tier 1 priorities.</p>
<p>Problem Statement 6: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>
<p>Problem Statement 7: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>
School Processes & Programs
<p>Problem Statement 3: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. Root Cause : Lack of implementation and monitoring of district Tier 1 priorities.</p>
<p>Problem Statement 4: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>
<p>Problem Statement 5: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>

Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: The percentage of 3rd grade students that score Meet Grades Level or above on STAAR Math will increase from 54% to 72% by June 2026 (HB 3 Early Numeracy Outcome Goal) and 4th grade students will exceed or maintain State Expectations for the Math STAAR test of 90% Approaches, 60% Meets and 30% Masters.

HB3 Goal

Evaluation Data Sources: In 2023 - 2024, 62% of 3rd grade students will perform at the Meets Grade Level performance standard on the STAAR Math exam and 4th grade students will exceed or maintain State Expectations for the Math STAAR test of 90% Approaches, 60% Meets and 30% Masters.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement quality TIER I Math instruction to all students to increase student engagement that is differentiated to address the learning needs of all students.</p> <p>Strategy's Expected Result/Impact: The number of students requiring TIER 3 Math support will decline by 5%.</p> <p>Staff Responsible for Monitoring: campus administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on STAAR Math, or who did not score at grade level readiness on screeners focusing on the economic disadvantaged students ELL students and the special education students.</p> <p>Strategy's Expected Result/Impact: Training will be completed, groups will be identified and interventions will be ongoing.</p> <p>Staff Responsible for Monitoring: Campus Interventionists; Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5, 6, 7 - School Processes & Programs 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 5: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. **Root Cause** : Lack of implementation and monitoring of district Tier 1 priorities.

Problem Statement 6: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 7: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

School Processes & Programs

Problem Statement 3: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. **Root Cause** : Lack of implementation and monitoring of district Tier 1 priorities.

Problem Statement 4: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.





Problem Statement 5: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: In 2023-2024, AP Beutel Elementary will provide students with well-rounded learning opportunities to support meeting all Meets Grade Level targets on all STAAR exams, and increasing Masters Grade Level percentages by at least 5%.

HB3 Goal

Evaluation Data Sources: State Assessment results indicating attainment of targeted improvement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students who demonstrate mastery of core content with enrichment opportunities during embedded tutorial and intervention time.</p> <p>Strategy's Expected Result/Impact: All students who demonstrate mastery of lesson content on formative assessments will be assigned to enrichment groups to extend their learning.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 5: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. Root Cause : Lack of implementation and monitoring of district Tier 1 priorities.</p>
School Processes & Programs
<p>Problem Statement 3: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. Root Cause : Lack of implementation and monitoring of district Tier 1 priorities.</p>





Goal 2: Brazosport ISD learning environments will be safe, secure, and conducive to learning.

Performance Objective 1: In 2023-2024, all Beutel staff will be provided training in strategies that support a positive learning environment, school community, and the successful transition of students to the campus, and will use these strategies to consistently maintain management of students.

High Priority

Evaluation Data Sources: Reduction in office referrals by 5%.

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.</p> <p>Strategy's Expected Result/Impact: By the end of the year, the counselor will have provided a range of 9 -12 lessons to students.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide on-going training for students of A.P. Beutel on campus procedures through specific weekly procedure reviews.</p> <p>Strategy's Expected Result/Impact: Referrals and out of class placements will be reduced by 5% or more.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration Behavior Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.</p> <p>Strategy's Expected Result/Impact: Attendance rate will increase to 96.5%</p> <p>Staff Responsible for Monitoring: Assistant Principal & Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Kindergarten teachers will plan for new Kindergarten students to ensure the successful transition of the students to A.P. Beutel Elementary.</p> <p>Strategy's Expected Result/Impact: The campus will provide information to all incoming families of new Kinder students and provide an opportunity for those families to visit the campus in August 2023.</p> <p>Staff Responsible for Monitoring: Kindergarten Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Negative student behavior is impacting instruction and student learning. Root Cause: Students are having trouble generalizing social and emotional skills in the classroom.</p>
<p>Problem Statement 2: Students are having trouble generalizing social and emotional skills in the classroom. Root Cause: Students are arriving with a lack of social skills.</p>
<p>Problem Statement 3: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. Root Cause: In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.</p>
Student Learning
<p>Problem Statement 1: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. Root Cause: In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.</p>

Student Learning

Problem Statement 3: Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 4: Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

School Processes & Programs

Problem Statement 1: Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 2: Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 6: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. **Root Cause:** In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.

Perceptions

Problem Statement 1: Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 2: Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.





Goal 3: BISSD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 1: In 2023-2024, A.P. Beutel Elementary School will actively work to engage parents in the education of their children resulting in an 5% or more increase in the percentage of parents who indicate that they were invited to participate in their child's education.

Evaluation Data Sources: End of Year Parent Surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide opportunities for parents to access learning strategies to assist their students with academics.</p> <p>Strategy's Expected Result/Impact: The number of parents who indicate that most or all of their child's teacher provided them with ideas on how to support learning will increase from 84% to 87%.</p> <p>Staff Responsible for Monitoring: Parental Involvement Coordinator classroom teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 2</p> <p>Funding Sources: Parental Involvement - 211 - Title I, Part A Parent & Family Engagement - \$1,574</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will host parent events at the school that focus on ways in which they can partner with teachers in their child's education.</p> <p>Strategy's Expected Result/Impact: The campus will host at least two events the first semester</p> <p>Staff Responsible for Monitoring: Classroom Teachers Parental Involvement Coordinator Principal</p> <p>Title I: 4.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Parent meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of parents.</p> <p>Strategy's Expected Result/Impact: The number of parents who indicate that most or all of the time meetings are scheduled at times they can attend will increase from 90% to 93%.</p> <p>Staff Responsible for Monitoring: Parental Involvement Coordinator Principal</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5, 6, 7 - School Processes & Programs 2, 3, 4, 5, 6 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Beginning of the year parent meetings will include going over the Parent Compact with parents.</p> <p>Strategy's Expected Result/Impact: The number of parents who indicate that most or all of their child's teacher provided them with ideas on how to support learning will increase from 84% to 87%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5, 6, 7 - School Processes & Programs 2, 3, 4, 5, 6 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus CEIC will review and revise the Title I, Part A Parent Compact in April 2024 and May 2024.</p> <p>Strategy's Expected Result/Impact: The revised compact will be completed in a printable format and made ready for distribution and posting on the district website by the end of the school year.</p> <p>Staff Responsible for Monitoring: Parental Involvement Coordinator, Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: The campus will publish the Parent and Family Engagement Plan on the campus website in Spanish and English, and they will make it available to parents for viewing in the front office.</p> <p>Strategy's Expected Result/Impact: The number of parents who indicate that most or all of their child's teacher provided them with ideas on how to support learning will increase from 84% to 87%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The CEIC will review and revise as needed the Parent and Family Engagement Plan in April 2024 and May 2024.</p> <p>Strategy's Expected Result/Impact: The revised plan will include changes recommended by parents on how the school can increase parent engagement in their child's education.</p> <p>Staff Responsible for Monitoring: Parental Involvement Coordinator</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Negative student behavior is impacting instruction and student learning. Root Cause: Students are having trouble generalizing social and emotional skills in the classroom.</p>
<p>Problem Statement 2: Students are having trouble generalizing social and emotional skills in the classroom. Root Cause: Students are arriving with a lack of social skills.</p>
<p>Problem Statement 3: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. Root Cause: In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.</p>

Student Learning

Problem Statement 1: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. **Root Cause:** In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.

Problem Statement 3: Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 4: Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 5: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. **Root Cause** : Lack of implementation and monitoring of district Tier 1 priorities.

Problem Statement 6: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 7: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

School Processes & Programs

Problem Statement 1: Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.

Problem Statement 2: Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 3: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. **Root Cause** : Lack of implementation and monitoring of district Tier 1 priorities.

Problem Statement 4: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 5: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 6: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. **Root Cause:** In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.

Perceptions

Problem Statement 1: Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.

Problem Statement 2: Negative student behavior is impacting instruction and student learning. **Root Cause:** Students are having trouble generalizing social and emotional skills in the classroom.





Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2023-2024, A.P. Beutel Elementary School will allocate supplemental funds to support the overall instructional program of the campus and to address learning loss resulting in the all students group meeting or exceeding the math and reading Meets Grade Level targets for the early literacy and numeracy goals, and a 10% or more improvement in Meets Grade Level performance on all STAAR exams for each racial/ethnic and special program population group identify as under performing in 2023.

Evaluation Data Sources: STAAR Scores, budget planning sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will purchase programs and materials proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.</p> <p>Strategy's Expected Result/Impact: 85% of students in grades K-4 will perform at or above grade level on the end of year math and reading screeners.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5, 6, 7 - School Processes & Programs 3, 4, 5</p> <p>Funding Sources: Learning A-Z - 211 - Title I, Part A - \$1,500, EdPuzzle - 211 - Title I, Part A - \$2,180, IXL - 211 - Title I, Part A - \$3,921, snapwiz - 211 - Title I, Part A - \$1,200, Instructional Materials - Local 30-State Comp Ed - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will allocate funding to pay for tutoring of students identified as at risk.</p> <p>Strategy's Expected Result/Impact: All students identified as At Risk of failing will be provided with timely tutoring aligned to their performance deficiencies.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5, 6, 7 - School Processes & Programs 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will post the Parent and Family Engagement Plan on the campus website in both Spanish and English, and the CEIC will meet in April to make revisions to the plan for 2023-2024.</p> <p>Strategy's Expected Result/Impact: The PFE Plan will provide relevant information to the needs of parents to engage in their child's education.</p> <p>Staff Responsible for Monitoring: Parental Involvement Para , Principal</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 4, 5, 6, 7 - School Processes & Programs 2, 3, 4, 5, 6 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Students are having trouble generalizing social and emotional skills in the classroom. Root Cause: Students are arriving with a lack of social skills.</p>
<p>Problem Statement 3: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. Root Cause: In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.</p>
Student Learning
<p>Problem Statement 1: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. Root Cause: In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.</p>
<p>Problem Statement 4: Students are having trouble generalizing social and emotional skills in the classroom. Root Cause: Students are arriving with a lack of social skills.</p>
<p>Problem Statement 5: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. Root Cause : Lack of implementation and monitoring of district Tier 1 priorities.</p>
<p>Problem Statement 6: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>
<p>Problem Statement 7: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>
School Processes & Programs
<p>Problem Statement 2: Students are having trouble generalizing social and emotional skills in the classroom. Root Cause: Students are arriving with a lack of social skills.</p>
<p>Problem Statement 3: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. Root Cause : Lack of implementation and monitoring of district Tier 1 priorities.</p>

School Processes & Programs

Problem Statement 4: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 5: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. **Root Cause:** We do not final results back from the State and test changed for the 2022 - 2023 school year.

Problem Statement 6: Student Attendance was 93.71%, which was 2.79% below our target of 96.5%. **Root Cause:** In previous years, attendance was negatively impacted due to Covid restrictions. There is a need for more parent attendance education.

Perceptions

Problem Statement 1: Students are having trouble generalizing social and emotional skills in the classroom. **Root Cause:** Students are arriving with a lack of social skills.





Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2023-2024, A.P. Beutel will ensure staff is 100% highly effective and trained in appropriate instructional practice.

Evaluation Data Sources: Professional Development reports from Eduphoria; sign in sheets from staff development and Vertical Alignment Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will implement District TIER I Priorities with fidelity. Strategy's Expected Result/Impact: 90% of students in grades K-4 will perform at or above grade level on the end of year math and reading screeners. Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5, 6, 7 - School Processes & Programs 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will implement skills learned through district training in the classroom with fidelity. Strategy's Expected Result/Impact: 90% of students in grades K-4 will perform at or above grade level on the end of year math and reading screeners. Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5, 6, 7 - School Processes & Programs 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will provide Interventionists to support classroom teachers with providing timely interventions to Tier 3 students.</p> <p>Strategy's Expected Result/Impact: 90% of students who failed the STAAR reading/math or end of year CBA in 2020-2021 will perform at or above grade level as measured by the EOY STAR Ren screener.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 5, 6, 7 - School Processes & Programs 3, 4, 5</p> <p>Funding Sources: Intervention Paraprofessional - 211 - Title I, Part A - \$27,000, Math Intervention Teacher - 211 - Title I, Part A - \$70,000, Intervention Paraprofessional - 211 - Title I, Part A - \$27,000, ELAR Intervention Teacher - Local 30-State Comp Ed Personnel - \$70,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. Root Cause : Lack of implementation and monitoring of district Tier 1 priorities.</p>
<p>Problem Statement 6: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>
<p>Problem Statement 7: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>
School Processes & Programs
<p>Problem Statement 3: Not all student population groups are showing at least one year's growth or they are showing Low Growth on Screeners during the school year. Root Cause : Lack of implementation and monitoring of district Tier 1 priorities.</p>
<p>Problem Statement 4: In 3rd grade ELAR, 2 students likely did not pass and 23 students fell into the Zone of Uncertainty and in 4th grade ELAR, 6 students likely did not pass and 26 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>
<p>Problem Statement 5: In 3rd grade Math, 1 student likely did not pass and 40 students fell into the Zone of Uncertainty and in 4th grade Math, 4 students likely did not pass and 17 students fell into the Zone of Uncertainty. Root Cause: We do not final results back from the State and test changed for the 2022 - 2023 school year.</p>

State Compensatory

Budget for A.P. Beutel Elementary

Total SCE Funds: \$87,114.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE funding is used to pay the salary of a campus interventionist and to provide tutorials to at-risk students.

Personnel for A.P. Beutel Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Catherine Evans	Interventionist	1

Title I

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was conducted during the spring of 2023. Data was collected for review during the spring. Grade levels were asked to review provided data and answer questions in reference to student learning. The CEIC committee then met to review and discuss the grade levels' responses and began to develop the problem statements and root causes. At a later date, the CEIC committee met again to complete the summative review of the 2022-2023 CIP and make the problem statements quantitative. The 2023 CNA process is included and attached to this plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan will be made available to parents and the community in Spanish and English in the front office for review, hard copies upon request and it will be posted on the campus' and district's websites. The Principal will notify parents and the community of it's availability through traditional campus communication.

2.2: Regular monitoring and revision

The CEIC and the Principal will review implementation progress on August 11, 2023, August 28, 2023, November 6, 2023, January 3, 2024 and March 4, 2024. The CEIC will meet in May of 2024 to complete the Comprehensive Needs Assessment, and the plan summative evaluation.

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

The Campus Improvement Plan will be made available to parents and the community in Spanish and English in the front office for review, hard copies upon request and it will be posted on the campus' and district's websites. The Principal will notify parents and the community of it's availability through traditional campus communication.

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	Implement quality TIER I ELAR instruction to all students to increase student engagement that is differentiated to address the learning needs of all students.
1	1	2	Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on STAAR Reading , or who did not score at grade level readiness on screeners focusing on the economic disadvantaged students ELL students and the special education students.
1	2	1	Implement quality TIER I Math instruction to all students to increase student engagement that is differentiated to address the learning needs of all students.
1	2	2	Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on STAAR Math, or who did not score at grade level readiness on screeners focusing on the economic disadvantaged students ELL students and the special education students.
2	1	1	The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.

Goal	Performance Objective	Strategy	Description
2	1	3	Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.
4	1	1	The campus will purchase programs and materials proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.
4	1	2	The campus will allocate funding to pay for tutoring of students identified as at risk.
5	1	1	Classroom teachers will implement District TIER I Priorities with fidelity.
5	1	2	Classroom teachers will implement skills learned through district training in the classroom with fidelity.
5	1	3	The campus will provide Interventionists to support classroom teachers with providing timely interventions to Tier 3 students.

2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	3	1	Provide students who demonstrate mastery of core content with enrichment opportunities during embedded tutorial and intervention time.
2	1	1	The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.
2	1	3	Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.
4	1	1	The campus will purchase programs and materials proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.
4	1	2	The campus will allocate funding to pay for tutoring of students identified as at risk.

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

Goal	Performance Objective	Strategy	Description
1	1	1	Implement quality TIER I ELAR instruction to all students to increase student engagement that is differentiated to address the learning needs of all students.
1	1	2	Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on STAAR Reading , or who did not score at grade level readiness on screeners focusing on the economic disadvantaged students ELL students and the special education students.

Goal	Performance Objective	Strategy	Description
1	2	1	Implement quality TIER I Math instruction to all students to increase student engagement that is differentiated to address the learning needs of all students.
1	2	2	Provide intervention support to students who score at the Did Not Meet or Approaches Grade levels on STAAR Math, or who did not score at grade level readiness on screeners focusing on the economic disadvantaged students ELL students and the special education students.
2	1	1	The counselor will support student learning by providing lessons that address students' social, emotional and mental health needs.
2	1	2	Provide on-going training for students of A.P. Beutel on campus procedures through specific weekly procedure reviews.
2	1	3	Campus administrators, the attendance clerk, the counselor and teachers will implement attendance monitoring and supports to increase daily student attendance.
2	1	4	Kindergarten teachers will plan for new Kindergarten students to ensure the successful transition of the students to A.P. Beutel Elementary.
3	1	1	The campus will provide opportunities for parents to access learning strategies to assist their students with academics.
3	1	4	Beginning of the year parent meetings will include going over the Parent Compact with parents.
4	1	1	The campus will purchase programs and materials proven to support improved student performance to supplement Tier 1 instruction and efforts to address learning loss.
4	1	2	The campus will allocate funding to pay for tutoring of students identified as at risk.
5	1	1	Classroom teachers will implement District TIER I Priorities with fidelity.
5	1	2	Classroom teachers will implement skills learned through district training in the classroom with fidelity.
5	1	3	The campus will provide Interventionists to support classroom teachers with providing timely interventions to Tier 3 students.

3.1: Annually evaluate the schoolwide plan

Throughout the year, the Campus Educational Improvement Council monitors the implementation of the Campus Improvement Plan, including the effectiveness of strategies on improving student performance. In April and May, the CEIC convenes to conduct the annual Comprehensive Needs Assessment based on student progress and other factors. Then, in June, the Principal, with her leadership team, conducts a summative evaluation of the plan's effectiveness on improving student outcomes using state assessment and other student performance measures.

4.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
3	1	5	The campus CEIC will review and revise the Title I, Part A Parent Compact in April 2024 and May 2024.
3	1	6	The campus will publish the Parent and Family Engagement Plan on the campus website in Spanish and English, and they will make it available to parents for viewing in the front office.
3	1	7	The CEIC will review and revise as needed the Parent and Family Engagement Plan in April 2024 and May 2024.
4	1	3	The campus will post the Parent and Family Engagement Plan on the campus website in both Spanish and English, and the CEIC will meet in April to make revisions to the plan for 2023-2024.

4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	2	The campus will host parent events at the school that focus on ways in which they can partner with teachers in their child's education.
3	1	3	Parent meetings will be arranged at various times and conducted in a variety of ways to accommodate the needs of parents.
3	1	4	Beginning of the year parent meetings will include going over the Parent Compact with parents.

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

The campus is a Title I, Part A Schoolwide Program campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Johnson	Title I para	A.P. Beutel	1
Dwan Green	Title I para	A.P. Beutel	1
Erin Ponzi	Interventionist	A.P. Beutel	1

CEIC

Committee Role	Name	Position
Administrator	Laura Morris	Principal
Administrator	Selina Ivy	Assistant Principal
Secretary to the Principal	Crystal Marks	Secretary to the Principal
Classroom Teacher	Ashley Crisp	2nd grade teacher
Classroom Teacher	Sue Scott	2nd grade teacher
Classroom Teacher	Crystal Gibson	3rd grade teacher
Classroom Teacher	Dodi Boone-Harvey	3rd grade teacher
Classroom Teacher	Echo Coe	4th grade teacher
Interventionist	Cathy Evans	SCE-Reading Interventionist
Interventionist	Kim Jurries	DAIT - Dyslexia
Interventionist	Erin Ponzi	Title I Math Interventionist
Paraprofessional	Dawn Johnson	Title I Parental Involvement Coordinator
Classroom Teacher	Robin Lapier	Kindergarten Teacher
Classroom Teacher	Rachel Willson	1st grade teacher
Parent	. .	Parent
Classroom Teacher	Courtney Stuart	1st grade teacher
Counselor	Michelle Rodriguez	Counselor-SEL Specialist
District-level Professional	Kaley Crisp	Director of Finance BISD
Administrator	Bradi Austin	Assistant Principal
Librarian	Susanne Brooks	Librarian
Classroom Teacher	Lauren Lacey	4th Grade Teacher

A.P. Beutel Parental Involvement

Committee Role	Name	Position
Parental Involvement Coordinator	Dawn Johnson	Parental Involvement Coordinator
Administrator	Laura Morris	Principal
Interventionist	Sara Ermel	Title I Interventionist
Interventionist	Erin Ponzi	Title I Interventionist
Parent	Kayleigh Landry	Parent Representative

Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,200.00
+/- Difference					\$4,200.00
Local 30-State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$10,914.00
4	1	1	Instructional Materials		\$2,000.00
Sub-Total					\$12,914.00
Budgeted Fund Source Amount					\$12,914.00
+/- Difference					\$0.00
Local 30-State Comp Ed Personnel					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	ELAR Intervention Teacher		\$70,000.00
Sub-Total					\$70,000.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Learning A-Z		\$1,500.00
4	1	1	snapwiz		\$1,200.00
4	1	1	EdPuzzle		\$2,180.00
4	1	1	IXL		\$3,921.00
5	1	3	Math Intervention Teacher		\$70,000.00
5	1	3	Intervention Paraprofessional		\$27,000.00
5	1	3	Intervention Paraprofessional		\$27,000.00
Sub-Total					\$132,801.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$132,801.00
+/- Difference					\$0.00
211 - Title I, Part A Parent & Family Engagement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Parental Involvement		\$1,574.00
Sub-Total					\$1,574.00
Budgeted Fund Source Amount					\$1,574.00
+/- Difference					\$0.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$221,489.00
Grand Total Spent					\$217,289.00
+/- Difference					\$4,200.00