



2024-2025 Action Plan

Benavidez Elementary School

“Soaring to New Heights”

Dr. Rania Khalil

Principal

District Philosophy and Guiding Framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

STAAR Achievement Data Analysis 2019-2023

Approach Grade Level or above

Grade	Reading					Math					Science				
	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024
3rd	59%	48%	59%	50%	25%	69%	41%	59%	55%	36%					
4th	59%	23%	53%	44%	28%	64%	21%	58%	48%	22%					
5th	68%	52%	61%	52%	21%	83%	28%	60%	59%	28%	62%	31%	32%	34%	18%

Meets Grade Level or above

Grade	Reading					Math					Science				
	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024
3rd	21%	22%	28%	14%	10%	30%	19%	26%	21%	19%					
4th	18%	7%	34%	23%	12%	28%	5%	29%	20%	11%					
5th	29%	23%	29%	26%	10%	55%	11%	25%	25%	25%	33%	5%	10%	14%	4%

Masters Grade Level

Grade	Reading					Math					Science				
	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024
3rd	9%	10%	17%	5%	3%	11%	7%	13%	8%	1%					
4th	6%	2%	15%	5%	6%	20%	1%	14%	6%	19%					
5th	7%	8%	8%	20%	9%	33%	3%	6%	6%	7%	14%	0%	5%	7%	2%

The STAAR achievement data for Benavidez Elementary School from 2019 to 2024 reveals a concerning mixed trends with an overall decline in student performance across Reading, Math, and Science at all levels (Approaches, Meets, and Masters Grade level).

Reading

The STAAR reading achievement from 2019 to 2024 shows significant fluctuations across grades 3, 4, and 5. Grade 3 peaked at 28% in 2022 but declined to 10% by 2024. Grade 4 rose sharply to 34% in 2022 before dropping to 12% in 2024. Grade 5 remained stable around 29% until 2022, then fell to 10% in 2024. This pattern indicates a need for consistent and effective educational strategies, targeted support for struggling grades, and continuous curriculum adjustments to address the changing needs of students

Math

The Math STAAR achievement data indicates a significant drop in the percentage of students meeting grade-level standards or above from 2019 to 2024. In 3rd grade, the percentage decreased from 30% in 2019 to 19% in 2024. For 4th grade, there was a substantial drop from 28% to 11%, and in 5th grade, the performance fell from 55% to 25% over the same period. This trend highlights a decline in Math proficiency, underscoring the necessity for enhanced instructional strategies and support to help students meet grade-level expectations.

Science

The Science STAAR achievement data for 5th grade at Benavidez Elementary School shows a marked decrease in the percentage of students meeting grade-level standards or above. The percentage fell from 33% in 2019 to 4% in 2024. This significant decline indicates that very few students are achieving the expected proficiency levels in science, pointing to a critical need for focused instructional improvements and interventions to enhance student outcomes in this subject area.

Overall, the STAAR achievement data from 2019 to 2024 for Reading, Math, and Science at Benavidez Elementary School exhibits fluctuations with a general downward trend in the percentage of students meeting grade-level standards or above. These inconsistencies highlight the need for a comprehensive and consistent approach to instruction and intervention across all subjects to stabilize and improve student academic performance.

Emergent Bilingual STAAR Achievement Data Analysis 2019-2023

Grade	Emergent Bilinguals (EB)	Reading				Math				Science (5th Grade)			
	STAAR Achievement	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
	Approaches GL/Above	62%	39%	56%	47%	71%	29%	58%	54%	61%	28%	31%	29%
	Meets GL/Above	23%	17%	29%	19%	41%	11%	25%	22%	31%	5%	7%	10%
All Grades	Masters GL	7%	6%	14%	4%	21%	3%	11%	6%	13%	0%	2%	5%

Emergent bilingual students at Benavidez Elementary have faced considerable challenges over the years, especially during and after the pandemic. While there have been improvements in some areas, sustaining these gains remains a challenge. Focused interventions are needed to support these students, particularly in science, where consistent underperformance is evident. Enhanced language support, targeted instruction, and continuous monitoring could help in better addressing the academic needs of emergent bilingual students.

The data for Emergent Bilingual students' STAAR achievement from 2019 to 2023 across reading, math, and science (5th grade) provides insight into the performance trends for this student group.

Reading

- **Approaches Grade Level or Above:** There was a notable decline from 62% in 2019 to 39% in 2021, with some recovery to 56% in 2022, but another decline to 47% in 2023.
- **Meets Grade Level or Above:** Performance saw a slight decrease from 23% in 2019 to 17% in 2021, then improved to 29% in 2022 before dropping again to 19% in 2023.
- **Masters Grade Level:** There was a decline from 7% in 2019 to 6% in 2021, an improvement to 14% in 2022, followed by a significant drop to 4% in 2023.
- to 0% in 2021, improved to 2% in 2022, and increased to 5% in 2023.

Math

- **Approaches Grade Level or Above:** There was a substantial decline from 71% in 2019 to 29% in 2021, with a recovery to 58% in 2022 and a slight drop to 54% in 2023.
- **Meets Grade Level or Above:** Performance dropped from 41% in 2019 to 11% in 2021, then recovered to 25% in 2022 and dropped slightly to 22% in 2023.
- **Masters Grade Level:** There was a decline from 21% in 2019 to 3% in 2021, an improvement to 11% in 2022, followed by a decrease to 6% in 2023.

Science (5th Grade)










- **Approaches Grade Level or Above:** Performance dropped significantly from 61% in 2019 to 28% in 2021, with a slight recovery to 31% in 2022 and a small decline to 29% in 2023.
- **Meets Grade Level or Above:** There was a sharp decline from 31% in 2019 to 5% in 2021, a slight improvement to 7% in 2022, and an increase to 10% in 2023.
- **Masters Grade Level:** Performance dropped from 13% in 2019

Summary of EB Performance on STAAR 2019-2023

- **Reading:** The emergent bilingual students show a fluctuating performance in reading. The initial drop in 2021 indicates a significant disruption, possibly due to the pandemic, with some recovery in 2022 but not sustained in 2023.
- **Math:** There is a similar trend in math, with a significant drop in 2021, a recovery in 2022, and a slight decline in 2023. This suggests that while there have been efforts to recover from the disruptions, maintaining the momentum has been challenging.
- **Science (5th Grade):** The science scores show the most consistent underperformance. Despite some recovery in the Meets and Masters levels from 2021 to 2023, the overall achievement remains low.

Needs related to student achievement data - Continued

Emergent Bilinguals TELPAS 2022-2024 Data Analysis

TELPAS Composite 2022	TELPAS Composite 2023	TELPAS Composite 2024
<div><div></div><div><div>TELPAS Composite</div><div>Grades Tested: KG, 1, 2, 3, 4, 5</div><div>Tests Taken: 366</div><div>Date Last Taken: 04/01/2022</div><div><div></div><div><div>Percent</div><div>Count</div><div>2%6</div><div>51%186</div><div>36%133</div><div>9%32</div><div>2%9</div></div></div></div><div></div></div>	<div><div></div><div><div>TELPAS Composite</div><div>Grades Tested: KG, 1, 2, 3, 4, 5</div><div>Tests Taken: 490</div><div>Date Last Taken: 03/30/2023</div><div><div></div><div><div>Percent</div><div>Count</div><div>1%3</div><div>44%217</div><div>42%207</div><div>11%53</div><div>2%10</div></div></div></div><div></div></div>	<div><div></div><div><div>TELPAS Composite</div><div>Grades Tested: KG, 1, 2, 3, 4, 5</div><div>Tests Taken: 679</div><div>Date Last Taken: 03/27/2024</div><div><div></div><div><div>Percent</div><div>Count</div><div>45%303</div><div>41%276</div><div>12%80</div><div>3%18</div></div></div></div><div></div></div>

The Texas English Language Proficiency Assessment System (TELPAS) data for the years 2022 to 2024 show the distribution of students across four proficiency levels: Beginner, Intermediate, Advanced, and Advanced High. Additionally, the total number of students tested has significantly increased each year.

Beginner Level Analysis

From 2022 to 2024, the percentage of students at the Beginner level in the TELPAS assessments showed a slight fluctuation. In 2022, 51% of students were categorized as Beginners. This percentage dropped to 44% in 2023, indicating a positive shift as fewer students were at the lowest proficiency level. However, in 2024, the percentage slightly increased to 45%, suggesting a need for continued support and interventions to help students progress beyond the Beginner level.

Intermediate Level Analysis

The Intermediate level saw a more stable trend. In 2022, 36% of students were at this level. This increased significantly to 42% in 2023, showing a substantial improvement. In 2024, the percentage of Intermediate students remained relatively stable, with a minor decrease to 41%. This stability suggests that many students are successfully moving beyond the Beginner level but indicates that efforts are needed to push more students towards higher proficiency levels.

Advanced and Advanced High Levels Analysis

The Advanced level showed a consistent upward trend over the three years. In 2022, 9% of students achieved Advanced status. This increased to 11% in 2023 and further to 12% in 2024. Similarly, the Advanced High level, although low, showed improvement. In 2022 and 2023, only 2% of students reached this level, but in 2024, it increased slightly to 3%. These trends indicate that while a growing number of students are reaching higher proficiency levels, continued efforts are needed to accelerate this progress, particularly at the Advanced High level.

Overall Student Participation

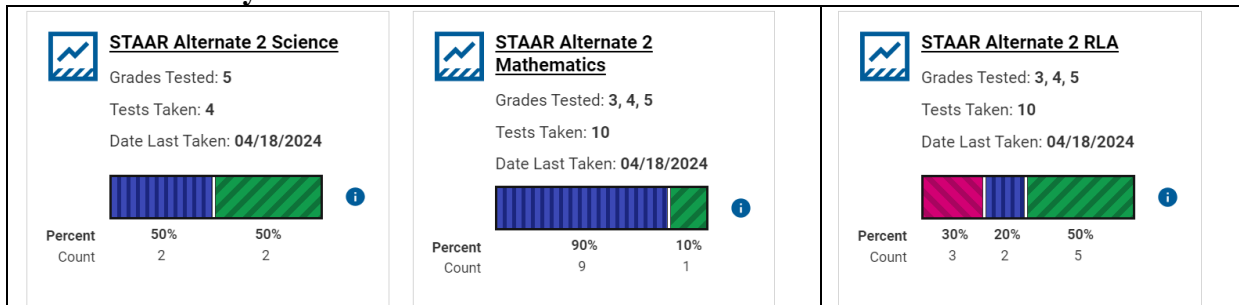
The total number of students tested each year has significantly increased, reflecting either higher overall enrollment or improved identification and inclusion of English learners. In 2022, 366 students were tested. This number rose to 490 in 2023 and further increased to 679 in 2024. This substantial growth in the number of participants underscores the importance of robust and scalable English language instructional programs to meet the needs of an expanding and diverse student population.

TELPAS 2024 Analysis

The 2024 TELPAS test results for 679 students in Grades K-5, reveals significant variations in English language proficiency across four domains: listening, speaking, reading, and writing. The data indicates that a substantial proportion of students are at the early stages of English language development, with 45% of students scoring at the beginning level, 41% at the intermediate level, 12% at the advanced level, and only 3% of students attained the advanced high composite rating. This data indicates that 86% of the students are still in the early stages of language acquisition, requiring considerable support to improve their English proficiency. The data also underscores the need for targeted instructional strategies and resources to support students who are at the beginning and intermediate levels. Strengthening language development programs and providing differentiated instruction can help bridge the proficiency gap, enabling more students to advance to higher proficiency levels in future assessments.

Needs related to student achievement data - Continued

STAAR Alt 2 Data Analysis



The STAAR 2024 results indicate that SPED students who took the STAAR Alt 2 demonstrated strong performance in Math, with 90% meeting the standards. However, only 50% of these students met the standards in Reading Language Arts (RLA) across grades 3, 4, and 5, highlighting a need for increased focus on RLA. Additionally, the data reveals that 100% of SPED students who took the STAAR Alt 2 in science met the 5th-grade science standards. Notably, 50% of these students (2 students) achieved at the Master's Grade Level or above in science.

2024 NWEA Data Analysis

Grade	Achievement						Growth					
	BOY (%)	MOY (%)	BOY to MOY Difference (- or +)	EOY (%)	MOY to EOY Difference (- or +)	BOY to EOY Difference (- or +)	BOY (%)	MOY (%)	BOY to MOY Difference (- or +)	EOY (%)	MOY to EOY Difference (- or +)	BOY to EOY Difference (- or +)
Reading												
2nd Grade	10%	6%	6%	5%	6%	6%	20%	34%	14%	32%	-2%	12%
3rd Grade	5%	2%	2%	6%	7%	7%	49%	63%	14%	64%	1%	15%
4th Grade	7%	9%	8%	7%	7%	6%	54%	53%	-1%	53%	0%	-1%
5th Grade	12%	4%	4%	6%	6%	7%	40%	53%	13%	53%	0%	13%
Math												
Kinder	27%	24%	25%	17%	17%	52%	24%	30%	6%	30%	0%	6%
1st Grade	8%	14%	14%	20%	21%	47%	58%	63%	5%	63%	0%	5%
2nd Grade	17%	9%	10%	18%	20%	52%	47%	80%	33%	80%	0%	33%
3rd Grade	7%	10%	10%	20%	22%	49%	76%	75%	-1%	74%	-1%	-2%
4th Grade	10%	14%	14%	20%	20%	51%	69%	65%	-4%	65%	0%	-4%
5th Grade	20%	13%	15%	19%	23%	47%	61%	60%	-1%	60%	0%	-1%
Science												
2nd Grade	16%	10%	12%	11%	12%	14%	32%	44%	12%	44%	0%	12%
3rd Grade	4%	4%	4%	11%	12%	13%	51%	59%	8%	60%	1%	9%
4th Grade	7%	14%	14%	11%	13%	12%	52%	46%	-6%	46%	0%	-6%
5th Grade S	13%	14%	16%	17%	24%	27%	53%	59%	6%	59%	0%	6%

In Math, achievement levels varied across grades. Kindergarten saw a decline from 27% at the BOY to 17% by the EOY. The 1st grade showed consistent improvement, rising from 8% at BOY to 20% by EOY. The 2nd grade decreased from 17% at BOY to 9% at the MOY but improved to 18% by EOY. The 3rd grade's achievement increased from 7% at BOY to 20% by EOY. The 4th grade grew from 10% at BOY to 14% at MOY, maintaining 20% at EOY. The 5th grade declined from 20% at BOY to 13% at MOY, with a slight recovery to 19% by EOY.

In terms of Math growth, Kindergarten and 1st grade demonstrated substantial progress, with kindergarten showing a 52% increase and 1st grade a 47% increase from BOY to EOY. The 2nd grade showed strong growth with a 33% increase. The 3rd grade experienced significant growth from BOY to MOY with a 49% increase but had a slight decrease of 1% from MOY to EOY. The 4th and 5th grades showed minimal growth, with little change from BOY to MOY and no change from MOY to EOY.

The Math NWEA data suggests that while some grades (e.g., Kindergarten, 1st, and 2nd) show substantial growth indicating effective learning processes, others (e.g., 4th and 5th) demonstrate minimal growth, which might indicate the need for instructional adjustments or additional support to enhance student progress. The varying trends in achievement levels highlight the importance of targeted interventions in 4th and 5th grades to address specific grade-level challenges and to support continuous student improvement.

In Reading, achievement levels vary across grades. The 2nd grade saw a decrease in achievement from 10% at the Beginning of the Year (BOY) to 6% at the Middle of the Year (MOY), with a slight recovery to 5% by the End of the Year (EOY). The 3rd grade showed improvement from 5% at BOY to 2% at MOY and further increased to 6% by EOY, indicating strong progress. The 4th grade remained relatively stable, with a slight decrease from 7% at BOY to 9% at MOY, maintaining 7% by EOY. The 5th grade showed an increase from 12% at BOY to 4% at MOY, with a slight recovery to 6% by EOY.

Regarding growth in Reading, the 3rd grade demonstrates the most significant positive trend, with a 14% increase from BOY to MOY and a 32% increase from MOY to EOY. The 2nd grade also exhibited overall growth, with a 6% increase from BOY to MOY and another 6% increase from MOY to EOY. In contrast, the 4th grade showed minimal growth, with a -1% change from BOY to MOY and no change from MOY to EOY. The 5th grade experienced steady growth, with a 13% increase from BOY to MOY and another 13% increase from MOY to EOY.

Overall, the Reading NWEA data highlights the need for targeted interventions in the 2nd and 4th grades to boost reading achievement and growth, while the 3rd and 5th grades show promising progress that should be sustained and built upon.

In Science, the achievement data reveals notable trends. The 2nd grade's achievement declined from 16% at the Beginning of the Year (BOY) to 10% at the Middle of the Year (MOY), with a slight improvement to 11% by the End of the Year (EOY). The 3rd grade showed an increase from 4% at BOY to 4% at MOY and then to 11% by EOY. The 4th grade improved from 7% at BOY to 14% at MOY but declined to 11% by EOY. The 5th grade demonstrated consistent improvement, rising from 13% at BOY to 14% at MOY, and reaching 17% by EOY.

Regarding growth in science, the 3rd and 5th grades exhibited strong positive trends. The 3rd grade experienced an 8% increase from BOY to MOY and a 9% increase from MOY to EOY. The 5th grade showed a 6% increase from BOY to EOY. The 2nd grade had a 14% increase from BOY to EOY, despite an initial decline. The 4th grade saw a -6% decline from BOY to MOY with no change from MOY to EOY, indicating areas needing improvement.

Overall, **the NWEA Science data emphasizes** the need for targeted interventions in the 2nd and 4th grades to support consistent progress, while the 3rd and 5th grades show promising trends that should be maintained and further developed.

SPOT Observations and IRT Scores

	Domain I: Planning	Domain II: Instruction	Domain III: Supporting Practices	Total	Average of highest 2 IRT
Maximum Points	2	8	5	15	15
IRT 1	1.9	2.7	2.32	6.92	
IRT 2	1.63	2.25	3	6.88	
IRT 3	1.88	4.13	3.81	9.82	
IRT 4	2	4.88	3.75	10.63	
Average Score	1.86	3.49	3.22	8.56	10.22

On the other hand, the IRT data indicates varying levels of performance across all four measured domains (Planning, Instruction, Learning Environment, and Supporting Practices). IRT 1 scored 6.92, with sub-scores of 1.9 in Domain 1, 2.7 in Domain 2, and 2.32 in Domain 3. IRT 2 scored 6.88, with sub-scores of 1.63 in Domain 1, 2.25 in Domain 2, and 3.0 in Domain 3. IRT 3 showed a higher performance with a total score of 9.82, including 1.88 in Domain 1, 4.13 in Domain 2, and 3.81 in Domain 3. IRT 4 achieved the highest total score of 10.63, with perfect scores in Domain 1 (2.0), and strong performances in Domain 2 (4.88) and Domain 3 (3.75). **The analysis of the IRT visits and scores reveals** that while there is a strong performance in Domain 1 (Planning) across all visits, there is a notable variance in Domain 2 (Instruction) and Domain 3 (Learning Environment) scores, suggesting targeted PD for faculty and staff are needed to elevate the performance in these areas.

System evaluation (philosophy, processes, implementation, capacity)

Philosophy:

We will embrace and uphold HISD core values as the foundation of our educational approach. By doing so, we will strive for excellence and ensure adherence to the established model with fidelity. Additionally, we will foster a high-performance culture and continuous improvement through Professional Learning Communities (PLCs). This integrated philosophy will guide our efforts, ensuring that our commitment to these principles leads to sustained educational excellence and a supportive learning environment for all.

Processes:

As we prepare for Destination 2035, it is critical that we support our 92% multilingual learner population with high quality instructional materials in mathematics and reading with fidelity to ensure they are receiving rigorous daily TEK aligned instruction. We have implemented an effective PLC protocol that focuses on improving the quality of instruction in all grade levels. The instructional practices targeted within PLC promotes lesson internalization, planning, modeling, and the execution of purposeful instruction. In addition to supporting the planning process during PLC, administration will be pushing into all grade level team planning sessions to provide additional support. Data digs will take place once a month to discuss results of demonstration of learning, mid-unit assessments, and end-unit assessments. During data digs sessions, teachers will analyze data and group students for interventions. Through quality Tier 1 instruction, scaffolding, tracking data, and providing intervention we will increase student achievement.

Implementation

One of the fundamental shifts in our practices on 2023-2024 was the implementation of high-quality instructional materials with fidelity to support all learners. Through the implementation of HQIM, our weekly PLCs and Demo Days will focus on lesson internalization, annotations, LO/DOL alignment, and high leverage instructional practices. Teachers and the instructional leadership team will be practicing portions of the lesson during PLCs to ensure we are always ready for our students. Teachers will teach grade-level content to every student every day to ensure that all students can learn and reach their potential. Teachers will receive specific training on implementing HISD-specific student engagement strategies, including Think-Pair-Share, White Board, Table Talk, Response Card, Whip Around, Modified Whip Around, Oral-Choral Response, and Quick Response techniques. Ongoing coaching sessions and feedback, utilizing the district spot observation form, will offer teachers tailored support for their professional development. Feedback will be closely aligned with the spot observation form, highlighting instructional methods and activities that support learning objectives, foster mastery, and optimize instructional delivery for enhanced comprehension. By strengthening teacher's capacity to provide high quality instruction across all contents through effective PLCs and in the moment coaching, our students will increase their academic achievement, growth and opportunities in our mission to reach Destination 2035.

Capacity:

We will build a strong foundation of collaboration and professional development within our school community by equipping teachers with the necessary tools and support to effectively implement instructional strategies and differentiate instruction. Through this, we will cultivate a culture of continuous learning and improvement, supported by ongoing feedback, coaching, and reflective practice. Additionally, by ensuring alignment with HISD core values and standards, we will drive student achievement and success. This comprehensive approach will not only empower our teachers but also create a robust environment conducive to student learning and overall educational excellence.

School Action Plan

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i> Strengthen the leadership density at Benavidez ES
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By May 2025, all Tier II leaders will achieve a score of 19/25 or higher on the LEAD Day-to-Day Coaching Rubric and will be rated Effective (22+) on the LEAD Executive Leadership Rubric. By May 2025, all Tier II leaders will receive a Proficient 1 or higher rating on the school's leadership rubric, as assessed by the Principal and APs during the teacher evaluation process.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> All school leaders will receive training on the LEAD rubric by September 2024. The school principal will develop and enhance the leadership competencies of Tier II leaders through a structured coaching program that includes regular evaluations and adjustments based on feedback and performance metrics. The goal is to align leadership development with organizational objectives, ensuring that leaders are equipped to meet current and future challenges. <ul style="list-style-type: none"> The school principal will review past performance evaluations, focusing on key achievements and areas of growth, and develop a comprehensive profile of each leader's current leadership capabilities. The school principal will meet with each leader to discuss the assessment findings and set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals. The school principal will create a tailored coaching plan for each leader and conduct formal review sessions to evaluate the progress towards goals. By March 2025, the school principal will provide tier II leaders with comprehensive evaluation reports highlighting their success and areas of further development to sustain their leadership development and prepare them for future roles. The school principal will conduct weekly calibration walks with Tier II leaders to focus on spot coaching for teachers, ensuring alignment in tiering and support
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Tier II leaders will be responsible for actively participating in their own development, including self-assessment, setting and pursuing goals, engaging in coaching sessions, applying new skills, and reflecting on their progress. They will take ownership of their growth, seek continuous feedback, and contribute to the overall leadership development of the campus: <ul style="list-style-type: none"> Tier II leaders will complete a self-assessment questionnaire to evaluate their own leadership skills, strengths, and areas for improvement. Tier II leaders will reflect on past performance reviews and identify key accomplishments and areas that need development and complete a self-assessment questionnaire focused on core leadership skills, decision-making abilities, emotional intelligence, and other relevant areas. Tier II leaders will track progress against key milestones set in the coaching plan, and continuously provide feedback to the school principal to improve their performance.

- Tier II leaders will attend at least two district Tier II PD sessions in the Fall, and two in the Spring.
- Tier II leaders will conduct a survey to measure staff support and adherence to the district beliefs, aiming for 80% positive responses by mid-year (MOY).
- Tier II leaders will communicate the district's core beliefs and high-quality culture and reinforce them in at least four different venues (meetings, emails, Demo days, and PLCs) by the end of the year.
- Tier II leaders will track and report on decision outcomes and responsibilities weekly, with 100% accountability for decisions made.
- Tier II leaders will ensure 100% of communications are timely and transparent and address partial information within 24 hours of receipt.
- Tier II leaders will follow the appraisal system with fidelity and provide at least one growth opportunity per appraisee per SPOT, and track progress through performance reviews.
- Tier II Leaders will Lead at least 50% of grade level PLCs, focused on high quality instruction and students' achievement.
- Tier II leaders will track collaborative efforts and problem-solving instances in the grades/departments they lead, aiming for at least two successful resolutions per semester.

	Key Action One:		
Staff	Who: School Leaders – Team Leads		
	What: LEAD Executive Leadership Rubric, On the Spot Coaching, Tier II coaching plan		
	When: August 2024 – May 2025 During pre-service, district PD days and Tier II leader PD days. August 1-9, 2024, Pre-Service; September 3, 2024; October 3, 2024; November 8, 2024; January 6, 2025; February 14, 2025; May 2, 2025;		
	Where: HMW and on campus		
Budget	Proposed item	Description	Amount
	Staff development	Preservice, Staff Development days, Demo Days, PLC, and Faculty meetings	0.00
	Materials/resources		0.00
	Purchased services	N/A	0.00
	Other	N/A	0.00
	Other	N/A	0.00
	TOTAL		0.00
	Funding sources: NES		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i> Improve SPED Instruction and Service Delivery.
	Key Action 1: <ul style="list-style-type: none"> The principal ensures IEPs are written effectively, staff are provided relevant portions of the IEP, and accommodations/modifications are documented in PowerSchool.
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> Throughout the 2024-2025 school year, 100% of staff members will receive the relevant portions of the IEP within 3 days of its finalization, as verified by campus record-keeping logs, with compliance documented in 90% of record checks conducted each month.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> The campus principal will ensure 100% of special education teachers complete the Standards-Based IEP Process training through TEA Learns (loaded in OneSource) by October 31, 2024, as verified by training completion certificates. The campus principal will ensure that 100% of special education teachers use Goalbook to create measurable IEP goals, with evidence of usage verified in 90% of IEP drafts reviewed during each progress reporting period. Campus administrators, in collaboration with the Special Education Division Unit team, will provide documentation training on accommodations and modifications in PowerSchool to 100% of special education teachers by November 30, 2024, as verified by attendance logs and post-training assessments showing 85% proficiency. The Principal and Assistant Principal will conduct monthly random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs, with at least 90% compliance documented in each review period throughout the school year.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> SPED Teachers will access and complete the Standards-Based IEP Process training provided through TEA Learns within the specified timeline to enhance understanding and implementation of IEP processes. Regularly use Goal Book during IEP planning to ensure all student goals are clearly defined, measurable, and tailored to individual needs. Attend the required training on documenting accommodations and modifications and apply the knowledge to ensure compliance and accuracy in PowerSchool entries. Ensure that all accommodations and modifications are correctly documented and effectively applied in the classroom.
	Key Action 2: The principal consistently provides on-the-job coaching and feedback at a minimum monthly.

Indicators of success:

- By June 2024-2025, administrators will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, as demonstrated by campus record keeping, thereby promoting the effective application of feedback and continuous instructional improvement.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- The school principal will align teacher and staff schedules to the student's IEP.
- The Principal/Assistant Principal will observe and ask for work samples to document the use of accommodations and/or modifications.
- The Principal/Assistant Principal will conduct regular observations and provide constructive feedback and coaching for SPED teachers to ensure high-quality instruction.
- The Principal/Assistant Principal will support continuous improvement, enhance teacher effectiveness, and ultimately promote the academic success of students with disabilities.
- The Principal/Assistant Principal will utilize Special Education specialty guidance located in HISD SY24-25 Spot Observation Guide.
- Monitor and evaluate SPED support personnel

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers and campus-based support staff will utilize the relevant portions of the IEP, including accommodations and modifications to support students.
- Ensure that their teaching schedules align with each student's IEP and provide the required instructional support and services during designated times.
- Prepare and maintain work samples that demonstrate the use of accommodations and/or modifications as outlined in student IEPs.
- Participate actively in regular classroom observations, receive constructive feedback and engage in coaching sessions to improve instructional practices and ensure the delivery of high-quality instruction to students with disabilities.
- Ensure that their instructional practices meet the standards and expectations outlined in the Special Education specialty guidance provided in the HISD SY24-25 Spot Observation Guide during observations and evaluations.
- Work closely with SPED Chair and the Principal/Assistant Principal to monitor and evaluate their contributions to student success.
- Provide feedback and collaborate on strategies to improve support services for students with disabilities, ensuring a cohesive approach to meeting IEP goals

	Key Action Two:		
Staff Development	Who: Administration, SPED Teachers, Core Teachers, & Campus-based Supporting Staff		
	What: SPED/ARDs/IEPs/Accommodations Professional Development & PLCs		
	When: August 2024 – May 2025		
	<p>During the week of August Pre-Service, 100% teachers and teaching assistants will attend equity training focused on scaffolded supports and accommodations in IEP implementation and intervention progress monitoring. This is a campus priority to ensure all students receive adequate support upheld in IEP documentation. In addition to this training, there will be at least two additional professional development days in October and January.</p> <p>To ensure strong collaboration and alignment amongst the Special Education Team and General Education teachers, the SPED teachers will attend weekly PLC with general education teachers. The ECSE teacher will attend PK/K PLC, the SPED Chair will attend 3rd-5th PLC.</p> <p>Every Friday throughout the school year is dedicated to IAT (Intervention Assistance Team) and ARD meetings. This streamlined system will promote appropriate scheduling to ensure all students are properly receiving their individualized needs and accommodations and that it is being documented in PowerSchool. The last Friday of every month will be dedicated to the monthly IAT PLC, which will be focused on progress monitoring students receiving interventions and the effectiveness of the implemented interventions. By holding a monthly IAT PLC, this will build up teacher's capacity to ensure all students are receiving necessary support and programming for quality instruction in 2024-2025.</p>		
	Where: HISD Curriculum Department PD Training Locations & Benavidez Campus		
Budget	Proposed item	Description	Amount
	Staff development	Preservice, Staff Development days, Demo Days, PLC, and Faculty meetings	0.00
	Materials/resources	SPED Folders	0.00
	Purchased services	N/A	0.00
	Other	N/A	0.00
	Other	N/A	0.00
	TOTAL		0.00
	Funding sources: NES		

KEY ACTION THREE

Key Action (Briefly state the specific goal or objective.)

Strengthen teachers' capacity to provide high quality instruction across all contents.

Indicators of success (Measurable results that describe success.)

- By December 2024, the average score of SPOT observations conducted by school leaders will be at least 10, with a difference of no more than 1.5 points from the average IRT's score. This score will increase to 12 by May 2025, by which time 70% of teachers will achieve a score of 4 out of 6 points in the "Engage and Deliver" section and 3 out of 4 points in the "Monitor and Adjust" section of the SPOT observation form.
- By October 2024, at least 70% of teachers will achieve an average of rating of proficient I or higher and this will increase to 80% by December 2024 and 100% by May 2025.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Provide PK-5 grade teachers training on the implementation of the slide decks and corresponding curriculum resources during August preservice thereafter giving individualized planning support weekly.
- Conduct teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation
- Conduct effective weekly PLCs that focus on high leverage instructional practices including multiple response strategies, content planning and data-driven instruction.
- Preview and review teacher annotations and instructional resources and provide feedback during weekly PLC.
- Create a rotating tracker roster in August to allow staff to conduct weekly Demo Days to practice HQI.
- Use SPOT tracker as a tool to discuss teachers instructional needs and improvements – Use the tracker to tier teachers monthly.
- Maintain a daily coaching tracker that includes administrators' observations of key areas needing improvement and opportunities for professional growth.
- Provide written feedback after each classroom coaching session and conduct a face-to-face meeting with any teacher who does not meet the proficient level on their SPOT form.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Participate in August pre-service training on the implementation of slide decks and corresponding curriculum resources. Weekly individualized planning support will be provided to teachers.
- Attend training on the SPOT form and expectations for high-quality instruction in August and make daily instructional adjustments to enhance content capacity.
- Attend and actively participate in structured weekly Professional Learning Communities (PLCs) focused on the effective implementation of high-quality instructional curriculum and students' engagement.
- Teachers and Teacher apprentices will observe master teachers during weekly Demo Days to enhance their teaching craft weekly,
- Engage in weekly AT-BATs during PLCs, utilizing High-Quality Instruction (HQI) strategies.
- Review their annotated lesson plans and instructional resources based on weekly feedback during PLCs
- Engage in weekly coaching conversations aimed at improving campus instructional practices.
- Utilize timers daily to maintain lesson pacing and ensure effective instructional delivery.
- Teachers will follow up with appraisers to receive ongoing feedback on regular walkthroughs to

continue building capacity.

	Key Action Three:		
Staff Devel.	Who: Administration, Instructional & Campus-based Supporting Staff		
	What: High Quality Instruction (HQI) Professional Development – RLA, Math, Science, AOT & SOR, TTESS/SPOTs Professional Development & PLCs		
	When: August 2024 – May 2025		
	August 1-9, 2024, Pre-Service; September 3, 2024; October 3, 2024; November 8, 2024; January 6, 2025; February 14, 2025; May 2, 2025; every Wednesday/Thursday along with every Thursday Demo Day throughout the 2024-2025 academic calendar.		
	During the week of August Pre-Service, 100% of teachers and teaching assistants will attend HQI training. Sessions will be differentiated by content to ensure strong vertical alignment across grade levels. During these HQI content sessions, teachers will walk away with highly effective strategies and internalization protocols to ensure strong delivery of Amplify and Eureka slide decks for our students.		
	During the 9/3/2024, 10/3/2024, 11/8/2024, 1/6/2025, 2/14/2025, 5/2/2025 professional development days, 100% teachers and teaching assistants will engage in at least 90 minutes (about 1 and a half hours) of differentiated content HQI training. During these content sessions, teachers will engage in vertical alignment planning to ensure systematic HQIM alignment. Content administrators and teacher leaders (proficient II, exemplary I and exemplary II teachers) will be facilitating these sessions to ensure strong Domain II (T-TESS (Texas Teacher Evaluation and Support System) instruction and/or teacher evaluation system equivalent).		
	Every Tuesday and Wednesday throughout the school year there will be a professional learning community during planning time. During these PLCs, the topic will alternate between lesson internalization and execution, high quality instruction, and engagement strategies. Among these three major buckets of PLCs, 100% staff members will actively be pursuing highly effective implementation of HQI throughout the 2024-2025 academic school year.		
Budget	Where: HISD Curriculum, Professional Development, Performance Management Department Training Locations & Benavidez Campus		
	Proposed item	Description	Amount
	Staff development	Preservice, Staff Development days, Demo Days, PLC, and Faculty meetings	0.00
	Materials/resources	PLC Protocol Form, SPOT Form, Printed Slide Decks	0.00
	Purchased services	N/A	0.00
	Other	N/A	0.00
	Other	N/A	0.00
	TOTAL		0.00
	Funding sources: NES		

KEY ACTION FOUR

Key Action *(Briefly state the specific goal or objective.)*

Improves English Proficiency for Emergent Bilingual Students

Indicators of success *(Measurable results that describe success.)*

Based on the campus data, the percent gain in Closing the Gaps Performance Target is 32.4% from SY22-23 to SY 23-24. The campus is recommended for action to reach to the interim target of 49%. Therefore, the campus will take the following actions:

- By PEIMS snapshot, 100% of new to HISD students, defined as those completing the Home Language Survey, who as identified as EB after the EB identification test are placed in a bilingual or ESL classroom unless parents waive services.
- By May 2025, 100% of eligible EB students complete the TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.
- By May 2025, at least 60% of Grade 2-5 Emergent Bilingual students will meet their individual growth target on 2-5 NWEA MAP Reading
- By May 2025, the percentage of students scoring advanced and advanced high on the composite ratings in grades K-5 will double from 15% to 30%, as measured by TELPAS testing.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish*

- The campus principal will pull current student's composite ratings on TELPAS for 2023-2024 school year, percent of students who met reclassification criteria, and have the interim target for English Language Proficiency standard internalized.
- The campus principal will facilitate meeting(s) to share the student-level data and goals with campus administrators, staff, and teachers.
- The campus principal will review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.
- The campus principal will identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
- Administrators will conduct at least two EB spot forms per week on teachers who have students with Emergent Bilingual students.
- The LPAC administrator will monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
- The campus principal will establish strong and clearly defined systems on respective campus for identification, enrollment, scheduling, and monitoring coding for all EB students.
- The LPAC administrator will ensure documentation, timelines, and coding align with federal and state guidelines.
- The LPAC administrator will review potential emergent bilingual list provided by multilingual department for identifying students who need to test EB identification assessment (PreLAS/LAS links) before district snapshot date.
- Administrators will ensure that all teachers provide appropriate services and interventions for emergent bilingual students.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- The Counselors will provide PD on how to create a culturally inclusive classroom environment that respects and integrates students' cultural backgrounds and languages into the curriculum.
- Teacher leaders will deliver training on RACE (Restate, Answer, Cite, Explain), CER (Claim,

Evidence, Reasoning), peer editing, and other writing strategies during Demo days, district professional development days, and PLCs.

- Teachers will engage in PD and at-bats are specifically designed to provide teaching strategies to support students at the beginning and intermediate levels.
- Teachers will engage in professional development on specific instructional protocols for checking understanding, maintaining engagement, and developing communication skills during August in-service and through weekly PLC meetings and Demo days where MRS strategies will be modeled and applied
 - August/September – Turn and Talk, White Boards
 - October – Response Cards, Think Pair Share
 - November – Table Talk, Quick Response
 - December – Whip Around, Modified Whip Around
- Teachers will collaborate in PLC 2-3 times per week to share instructional best practices and ensure writing strategies are embedded in their annotated lesson plans.
- Teachers will provide opportunities for students to practice TELPAS assessments in class, during intervention time, using headsets, and provide feedback to students on recorded responses
- Teachers will integrate the English Language Proficiency Standards (ELPS) into their annotated lesson plans to support language development.
- Teachers will also implement strategies for teaching academic vocabulary and essential language structures across all content areas

	Key Action Four:		
Staff Development	Who: Teachers, Teacher Apprentices, and Learning Coaches		
	What: Emergent Bilinguals (EB)/MRS/On the SPOT coaching/Differentiation strategies/Scaffolding		
	When: August 2024 – May 2025		
	<p>During the week of August Pre-Service, district PD days, Demo days, and ongoing PLCs, 100% teachers and teaching assistants will attend training focused on meeting the needs of Emergent Bilinguals. Our goal is to ensure that all emergent bilingual (EB) students receive the support they need to succeed academically by addressing their unique cultural, linguistic, and socioeconomic backgrounds. To achieve this, teachers will focus on understanding these diverse factors and their impact on learning. They will integrate the English Language Proficiency Standards (ELPS) into their annotated lesson plans to support language development. Teachers will also implement strategies for teaching academic vocabulary and essential language structures across all content areas. Additionally, they will employ practical approaches to provide targeted interventions for struggling EB students, ensuring they receive the necessary support to improve and thrive.</p>		
	Where: HISD Curriculum Department PD Training Locations & Benavidez Campus		
Budget	Proposed item	Description	Amount
	Staff development	Preservice, Staff Development days, Demo Days, PLC, and Faculty meetings	0.00
	Materials/resources	ELPS/PLDs/Language Development activities/linguistic accommodations	0.00
	Purchased services	N/A	0.00
	Other	N/A	0.00
	Other	N/A	0.00
	TOTAL		0.00
	Funding sources: NES		

As a result of the preceding actions, student academic proficiency will increase. Specifically, Benavidez ES establishes the following student achievement goals:

Goal 1 – Reading, Math, and Science Proficiency

- In the 2024-2025 school year, 50% of Benavidez ES K-2 will perform at/above benchmark on DIBELS/Lectura
- In the 2024-2025 school year, 2nd through 5th grade students' achievement on the NWEA MAP assessments will increase by at least 10% or more: Reading scores will rise from 7% to 15%, Math scores will improve from 20% to 30%, and Science scores will increase from 15% to 25%.
- In the 2024-2025 school year, the percentage of 3rd-5th grade students scoring at the "Meets" level on the STAAR Reading exam will increase by at least 10%, from 11% to 21%. The percentage of 3rd-5th grade students scoring at the "Meets" level on the STAAR Math exam will also increase by at least 10%, from 28% to 38%. Additionally, the percentage of 5th grade students scoring at the "Meets" level on the STAAR Science exam will increase by at least 10%, from 33% to 43%.
- In the 2024-2025 school year, the percentage of 3rd through 5th grade Emergent Bilingual (EB) students scoring at the "Meets" level on the STAAR Reading exam will increase by 10% or more, from 19% to 29%. The percentage of EB students scoring at the "Meets" level on the STAAR Math exam will also increase by 10% or more, from 22% to 32%. Additionally, the percentage of EB students scoring at the "Meets" level on the 5th Grade STAAR Science exam will increase by 10% or more, from 10% to 20%.

Goal 2 - Special Education Proficiency

- In the 2024-2025 school year, at least 70% of Benavidez Elementary School's special education students in grades 3 through 5 who take the STAAR Alt 2 assessment in Reading Language Arts (RLA), Math, and Science will achieve meet the standard or above.

Goal 3: High Performing Culture

- Tier II Leaders and teachers and staff will model the culture of high performance in areas such as PLC participation, lesson planning, lesson delivery, student engagement, and campus-wide support. This will lead to boost staff morale, improve teaching practices, and ultimately lead to better student outcomes and a more cohesive school community.