# Lamar Consolidated Independent School District

# Beasley Elementary

# 2023-2024 Campus Improvement Plan

# Mission Statement

**Beasley Elementary is a place where everyone is encouraged to dream BIG, take risks, display respect and be kind;**

**where everyone is treated like family;**

**where together we learn to LOVE to learn!**

# Vision

**Beasley Elementary is a family of learners.**

# Value Statement

Beasley Elementary values the whole child.

We want our students to leave our campus as good citizens, and knowing their worth. We want students to be good readers, mathmaticians as well as excel in athletics, musical ability or artistic talents.

We value partnerships with our parents and community and encourage both to be involved in our school.

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# Comprehensive Needs Assessment

**Revised/Approved: August 2, 2023**

## Demographics

**Demographics Summary**

**Gender**

| | | |
|---|---|---|
| Female | 196 | 53.5% |
| Male | 170 | 46.4% |

**Ethnicity**

| | | |
|---|---|---|
| Hispanic-Latino | 284 | 77.6% |

**Race**

| | | |
|---|---|---|
| Asian | 3 | 0.8% |
| Black - African American | 41 | 11.2% |
| White | 34 | 9.2% |
| Two-or-More | 4 | 1.1% |

**Demographics Strengths**

Average Class Size

PK - 16

Kinder - 15

Grade 1 - 22

Grade 2 - 16

Grade 3 -21

Grade 4 - 18

Grade 5 - 16


**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Attendance rate for 2022-2023 was 94.52%   **Root Cause:** EcoDis population 86% - lacking parental support/knowledge

**Problem Statement 2:** African American students scored approximately 25% lower in Approaches and Meets for All Subjects as compared to the campus.   **Root Cause:** A majority of our special education students are African American.

**Problem Statement 3:** 99% of Emergent Bilingual students did not meet reclassification state criteria on TELPAS.   **Root Cause:** Speaking and Writing scores on TELPAS declined.

**Problem Statement 4:** Special Education students are the lowest scoring sub-pop scoring well below the target as compared to other sub-pops. Average passing percentage is 20%. **Root Cause:** 21% of test takers are sped, scheduling difficulties

# Student Learning

**Student Learning Summary**

 Math Goals

Reading Goals

**2022-23 STAAR Results** obtained from Eduphoria

**2022-23 GRA/EDL Data** obtained from Eduphoria

**STAAR Outcomes**

**Student Learning Strengths**

Hispanic and White sub-pops are meeting the Target.

We met all of our Growth Targets.

Our EB population is crushing their Targets.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** We missed our Reading Target for Special Education by 4% points.   **Root Cause:** Change in Reading curriculum

**Problem Statement 2:** We missed our Math Target for Special Education by 8% points.   **Root Cause:** Lack of knowledge and skills of special education math teacher.

**Problem Statement 3:** Accelerated Student Progress in ELA/Reading fell in the 4th Quartile   **Root Cause:** 48% of students entered 3rd grade reading below level.

**Problem Statement 4:** Accelerated Student Progress in Math fell in the 3rd Quartile.   **Root Cause:** Teachers need PD in Differentiated Instruction

**Problem Statement 5:** In four of the Masters Grade level Indicators, we fell in the 3rd Quartile.   **Root Cause:** We have more training with and focus on providing interventions rather than extending the learning.

# School Processes & Programs

**School Processes & Programs Summary**

- Dual Language Program K-5
- Readers Are Leaders
- Gifted and Talented
- W.I.N. (What I Need) Daily Intervention
- Essential 50
- Ron Clark House System
- Character Counts
- Check In/Check Out SEL Program
- Math Mania
- Summit K12
- Family Outreach
- PBIS
- HB 4545 Intervention

**School Processes & Programs Strengths**

CICO has been a strength in the past and can be again.

Parent conflict resolution

Family engagement events

After school tutorials

HB4545 intervention

Staff Culture

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Check In/Check Out program wasn't as strong as it has been in past years. **Root Cause:** Refresh of professional development is needed and consistent monitoring/check in with mentors is necessary.

**Problem Statement 2:** Coaches responsibilities will be instructional in nature and Instructional Coaches will need to be well-versed in all content. **Root Cause:** Coaches have been content specific.

**Problem Statement 3:** Struggling students and EB students need multiple interventions therefore some students don't get the necessary time needed with Summit K12. **Root Cause:** Many students cross over needs areas (i.e. HB 4545 students who are also EB)

**Problem Statement 4:** Readers are Leaders reading program lost it's excitement. **Root Cause:** Teachers are not pushing the program and new ideas for rewards need to be addressed.

**Problem Statement 5:** 25% of our GT students were "droppers" based on their 2021-2022 assessments. **Root Cause:** GT students are bored in class and not getting enough enrichment through the program.

**Problem Statement 6:** WIN time is not being implemented with fidelity across all grade levels. **Root Cause:** Split time instead of one dedicated intervention time.

**Problem Statement 7:** Teachers didn't always read their walkthrough feedback notes and sometimes didn't respond favorably. **Root Cause:** Walkthrough feedback didn't have a consistent process.

# Perceptions

**Perceptions Summary**

All teachers and students at Beasley Elementary will grow and excel each year to become successful lifelong learners.  We are a FAMILY of learners.

- SEL programs and incentives
- Communicating with all stakeholders
- Celebrating Diversity

**Perceptions Strengths**

100% of teachers and parents believe that high expectations are being set for Beasley students.

90-100% of teachers and parents believe Beasley students are being prepared to move on to the next grade level.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Only 74% of parents believe that high expectations are set for all students at Beasley.   **Root Cause:** Communication to the parents about student expectations is lacking.

**Problem Statement 2:** There is a discrepancy between parents and teacher perception of timely and helpful feedback being given to Beasley students.   **Root Cause:** Teachers are not giving as much specific feedback as they think they are and positive feedback may be lacking.

**Problem Statement 3:** A small percentage of parents complete the Campus Climate Survey which skews the results.   **Root Cause:** Importance of giving the campus feedback needs to be communicated.

**Problem Statement 4:** Approximately 20% of parents feel communication about extra-curricular activities is lacking (tutorials, programs, events, etc.)   **Root Cause:** Lack of communication in multiple modalities.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

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

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** By May 2024, student performance will increase by 10% in all content areas in the categories of approaches, meets, and masters as measured by local and state assessments.

**Performance Objective 1:** Effective Planning and Delivery of Tier 1 Math Instruction, aligned to TEKS, District Roadmaps and Instructional Playbook.

    **Evaluation Data Sources:** MAPS, district assessments, CBAs, and STAAR data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers will implement systematic and effective delivery of the Guided Math Framework, Numeracy Routines, and Fact Fluency | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Improve the quality and effectiveness of classroom instruction. <br>     **Staff Responsible for Monitoring:** Principal(s) and Coaches <br><br>     **Title I:** <br>     2.4, 2.5, 2.6 <br>     **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $500 | **Nov** | **Feb** | **June** |
| | 50% | 75% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Teachers will collaborate with coaches for major and minor grades to ensure students are presented with rigorous material based on the desired outcomes for the unit of study. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Improved student performance on end of unit assessments, district assessments, MAPS, and STAAR. <br>     **Staff Responsible for Monitoring:** Principals and Coaches <br><br>     **Title I:** <br>     2.4, 2.5, 2.6 | **Nov** | **Feb** | **June** |
| | 55% | 75% | |

| Strategy 3 Details | Formative Reviews |
|---|---|

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Coaches will work to teachers to provide effective planning and implementation of small group instruction. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Improve the quality and effectiveness of classroom instruction. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Principals and coaches<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Funding Sources:**  - 211 Title I, Part A - $1,000,  - 199 PIC 25 State Bilingual/ESL - $500 | 75% | 100% | 100% |

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

**Goal 1:** By May 2024, student performance will increase by 10% in all content areas in the categories of approaches, meets, and masters as measured by local and state assessments.

**Performance Objective 2:** Coaches and teaches will collaborate to provide effective planning and delivery of Tier 1 ELAR/SLAR Instruction, aligned to TEKS, District Roadmaps, and the Instructional Playbook.

    **Evaluation Data Sources:** Summative assessments such a CBA and major grades, STAAR data, district assessments, and MAPS.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Coaches and teachers will work together to Improve the quality of ECRS and SARS using resources such as: Writable, Universal Graphic Organizers and Calibrated Scoring. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Improved quality of ECR and SAR writing<br>**Staff Responsible for Monitoring:** Coaches and teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6 | 50% | 60% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Teachers will collaborate with coaches for major and minor grades to ensure students are presented with rigorous material based on the desired outcomes for the unit of study. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Improved student performance on end of unit assessments, district assessments, MAPS, and STAAR.<br>**Staff Responsible for Monitoring:** Coaches and teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6 | 65% | 100% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Teachers and coaches will work together to provide effective planning and implementation of Guided Reading and small group instruction. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Increased performance on reading assessments such as CBA, GRA, HMH, district reading assessments, MAPS, and STAAR.<br>**Staff Responsible for Monitoring:** Teachers, Coaches, and Principals<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Funding Sources:** - 211 Title I, Part A - $1,000, - 199 PIC 25 State Bilingual/ESL - $500 | 30% | 45% | |

| Strategy 4 Details | Formative Reviews |
|---|---|

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Increased quality and quantity of student literature, including culturally diverse texts. | Formative | | |
| **Strategy's Expected Result/Impact:** Teachers will have more options for embedding phonics lessons, decoding practice, and genres/topics. Students' interest in reading will increase. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Coaches<br><br>**Title I:**<br>2.4, 2.5<br>**Funding Sources:** - 211 Title I, Part A - $5,000, - 199 PIC 25 State Bilingual/ESL - $2,000 | 40% | 55% | |

0% No Progress          100% Accomplished          ➡ Continue/Modify          ❌ Discontinue

**Goal 1:** By May 2024, student performance will increase by 10% in all content areas in the categories of approaches, meets, and masters as measured by local and state assessments.

**Performance Objective 3:** The percentage of students ending the year reading on or above grade level will include the following: K- 75% , 1st- 80% , 2nd- 85%.

    **Evaluation Data Sources:** GRA and HMH data

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers will consistently and effectively utilize UFLI (Monolingual) and HMH (Bilingual) phonics programs to support student reading growth. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Improved GRA and EDL scores. One to 1/1/2 years growth on student reading levels.<br>**Staff Responsible for Monitoring:** Coaches and Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6 | 20% | 55% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Teachers will utilize MAPS: Phonics Screeners to determine students strengths and areas for remediation. | Formative | | |
| **Strategy's Expected Result/Impact:** Increased performance on reading assessments such as CBAs, GRA, HMH, district reading assessments, MAPS, and STAAR | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Coaches and Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6 | 35% | 60% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Digital Resources like Waterford, Lexia, Galaxy Education, RAZ Kids will be used for on-level independent work. | Formative | | |
| **Strategy's Expected Result/Impact:** Students will have specific independent work to meet their specific needs. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Principals and Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**Funding Sources:** - 211 Title I, Part A - $5,500 | 15% | 40% | |
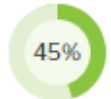
0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue

**Goal 1:** By May 2024, student performance will increase by 10% in all content areas in the categories of approaches, meets, and masters as measured by local and state assessments.

**Performance Objective 4:** Increase the quality and rigor of academic interventions for all learners through systematic and explicit planning based on student data.

    **Evaluation Data Sources:** WIN Time Planning Documents & Lesson Plans

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Documentation of effective planning, delivery, and accountability for WIN time. (What I Need Intervention Time) | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will receive specific instruction based on their specific needs due to planning based on data.<br>**Staff Responsible for Monitoring:** CLT<br><br>**Title I:**<br>2.4, 2.6 | **Nov** | **Feb** | **June** |
| | 15% | 30% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Under the direction of HB1416, all current 4th and 5th grade students who were not successful of STAAR will receive additional accelerated instruction. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Student performance on major assessments and state tests will improve because gaps are being filled.<br>**Staff Responsible for Monitoring:** Teachers and Coaches<br><br>**Title I:**<br>2.6 | **Nov** | **Feb** | **June** |
| | 45% | 50% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Hire part-time tutors and provide professional development on content, strategies, best practices, and current data. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Intervention time will be more aligned with current Tier 1 and Tier 2 instruction.<br>**Staff Responsible for Monitoring:** CLT<br><br>**Title I:**<br>2.6<br>**Funding Sources:** - 211 Title I, Part A - $35,000 | **Nov** | **Feb** | **June** |
| | 30% | 70% | |

| Strategy 4 Details | Formative Reviews |
|---|---|

| Strategy 4: Teachers and staff will utilize digital resources, including but not limited to Stemscopes, Summit K-12, Waterford, Lexia, Galaxy Education, RAZ Kids, Dreambox, Zearn, BookNook, and Writable, when providing academic interventions. | Formative | | |
|---|---|---|---|
| | Nov | Feb | June |
| **Strategy's Expected Result/Impact:** Students will be exposed to multiple modalities of learning resources.<br>**Staff Responsible for Monitoring:** CLT<br><br>**Title I:**<br>2.6<br>**Funding Sources:**  - 211 Title I, Part A - $6,500 | 70% | 85% | |

| Strategy 5 Details | Formative Reviews |
|---|---|

| Strategy 5: Implement, embed, and improve strategies to improve speaking and writing for EB students to increase TELPAS scores. | Formative | | |
|---|---|---|---|
| | Nov | Feb | June |
| **Strategy's Expected Result/Impact:** Overall TELPAS scores will improve.<br>**Staff Responsible for Monitoring:** Principal and EB Specialist<br><br>**Title I:**<br>2.6<br>**Funding Sources:**  - 199 PIC 25 State Bilingual/ESL - $2,000 | 20% | 50% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 1:** By May 2024, student performance will increase by 10% in all content areas in the categories of approaches, meets, and masters as measured by local and state assessments.

**Performance Objective 5:** Increase the quality of classroom instruction with high-quality, personalized feedback and opportunities for goal-setting and self-reflection.

    **Evaluation Data Sources:** Walkthrough and Observation feedback

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Include professional development over all aspects of differentiated instruction during monthly staff meetings. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase differentiated instruction and student success. Close learning gaps. <br> **Staff Responsible for Monitoring:** Principal(s) and Classroom Teachers <br><br> **Title I:** <br> 2.4, 2.6 | **Nov** | **Feb** | **June** |
| | 15% | 35% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 1:** By May 2024, student performance will increase by 10% in all content areas in the categories of approaches, meets, and masters as measured by local and state assessments.

**Performance Objective 6:** Provide early intervention and instruction to at-risk students through a rich, academically focused pre-kindergarten program.
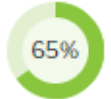
    **Evaluation Data Sources:** Parent Surveys and PK Data collection through CLI

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Address early literacy with PK program. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students entering kindergarten on or above level. <br> **Staff Responsible for Monitoring:** Principals and PK Staff | **Nov** | **Feb** | **June** |
| **Title I:** <br> 2.5, 2.6 <br>  - **TEA Priorities:** <br> Recruit, support, retain teachers and principals <br> **Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $119,045.42 | 60% | 100% | 100% |
| 0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue | | | |

**Goal 2:** By the end of the 2023-2024 school year, coaches and administration will have instilled inspiration and motivation into every staff member through positive coaching and feedback which will be evident by staff performance, staff climate survey responses and direct staff feedback during meetings. Staff responses to school leadership section of campus climate survey will increase to 75% or more strongly agreeing.

**Performance Objective 1:** Systematically and explicitly plan for PLC meetings to move from compliance to teacher efficacy.
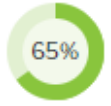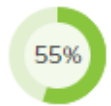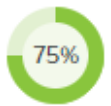
**Evaluation Data Sources:** Classroom walkthrough and observation data.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Opportunities for adjacent grade level discussions/meetings through the use of Writable or something similar. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Teacher collaboration provides fellow educators opportunities to meet, share insights, create cohesive plans, and work together effectively. Some of the primary purposes of collaboration are: Identifying educational practices that consistently help students of all abilities across classrooms and content areas.<br>**Staff Responsible for Monitoring:** CLT<br><br>**Title I:**<br>2.4, 2.6 | Nov | Feb | June |
| | 50% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Bi-monthly data/kid chats including student Success Trackers, RTI expectations, Summative/Formative assessment, student work samples, etc. | **Formative** | | |
| **Strategy's Expected Result/Impact:** The goal of RTI is to ensure that all students have access to high-quality instruction and services. By proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.<br>**Staff Responsible for Monitoring:** Teachers/RTI Campus Coordinator/Admin<br><br>**Title I:**<br>2.4, 2.6 | Nov | Feb | June |
| | 45% | 70% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 2:** By the end of the 2023-2024 school year, coaches and administration will have instilled inspiration and motivation into every staff member through positive coaching and feedback which will be evident by staff performance, staff climate survey responses and direct staff feedback during meetings. Staff responses to school leadership section of campus climate survey will increase to 75% or more strongly agreeing.

**Performance Objective 2:** Provide coaching and feedback, to improve teacher and student performance.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** As a campus, determine the top 5 campus priorities to improve student instruction. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Teachers identifying areas for growth and planning differentiated PD to address those areas. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Principals | 50% | 65% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Coaches will collaborate with campus administrative staff to ensure effective instructional methodologies drive student growth. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increased effectiveness of classroom instruction and student success. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Coaches/Admin<br><br>**Title I:**<br>2.4 | 60% | 80% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Support and provide feedback on the implementation of district curriculum and dual language program model for ESL/BIL teachers with the support of a bilingual specialist. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Increase TELPAS scores, promote cultural diversity, Compliance of the DL Program Framework, build teacher efficacy | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Principals and EB Specialist<br><br>**Title I:**<br>2.4, 2.6<br>**Funding Sources:**  - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $49,447.74 | 55% | 75% | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Use the Get Better Faster framework to provide differentiated feedback. | Formative | | |
| **Strategy's Expected Result/Impact:** The Get Better Faster approach answers the question of WHICH action steps will be most effective WHEN in order to advance teacher practice, specifically classroom management and instructional rigor. | Nov | Feb | June |
| **Staff Responsible for Monitoring:** CLT | 35% | 55% | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** Utilize the Impact Cycle for coaching. | Formative | | |
| **Strategy's Expected Result/Impact:** Interact and dialogue with teachers as partners<br>Guide teachers to identify emotionally compelling, measurable, and student-focused goals | Nov | Feb | June |
| Set coaching goals, plan strategies, and monitor progress for optimal impact<br>Use documentary-style video and text-based case studies as models to promote maximum teacher clarity and proactive problem solving<br>Streamline teacher enrollment, data collection, and deep listening<br>**Staff Responsible for Monitoring:** Coaches | 40% | 60% | |

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

**Goal 3:** 100% of parents/guardians will attend at least one parent engagement event to increase attendance, relational capacity, and parent involvement in school to support student and parent education as measured by sign-in sheets and increased percentages in campus climate survey.

**Performance Objective 1:** Increase parent awareness of academic expectations.

    **Evaluation Data Sources:** Newsletters, social media, Skylerts, and flyers

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Utilize the Parent Canvas Course to provide parents with tools, resources, and strategies to promote academic growth at home and at school. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
|     **Strategy's Expected Result/Impact:** Increase parent involvement and implement good learning strategies at home to support the learning process.<br>    **Staff Responsible for Monitoring:** Sarah Stevens and Laura Spiegel<br><br>    **Title I:**<br>    2.4, 2.5, 2.6, 4.1 | 10% | 45% | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Teachers will create Grade Level Newsletters to notify parents of the learning that is happening in the classroom. The Leadership Team will create the BES Parent Newsletter with helpful links embedded to support student learning. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
|     **Strategy's Expected Result/Impact:** Increase parent involvement through active communication while improving student attendance.<br>    **Staff Responsible for Monitoring:** Teachers, Coaches and Admin<br><br>    **Title I:**<br>    2.4, 2.6 | 100% | 100% | 100% |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Beasley will provide Parent Education events to support parents with valuable tools, resources, and strategies to improve student educational opportunities by building relationships and empowering parent knowledge. | **Formative** | | |
| | **Nov** | **Feb** | **June** |
|     **Strategy's Expected Result/Impact:** Parents will support the learning at home by being knowledgeable of what is happening in the classroom and at school. Students will improve academically when their is a strong relationship between parents and Beasley Staff.<br>    **Staff Responsible for Monitoring:** Administrators, Coaches, and Counselor<br><br>    **Title I:**<br>    2.5, 4.2<br>    **Funding Sources:**  - 211 Title I, Part A - $5,000,  - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $2,000 | 10% | 50% | |

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

**Goal 3:** 100% of parents/guardians will attend at least one parent engagement event to increase attendance, relational capacity, and parent involvement in school to support student and parent education as measured by sign-in sheets and increased percentages in campus climate survey.

**Performance Objective 2:** Communicate with parents to promote awareness of policies and procedures regarding campus climate and culture.

**Evaluation Data Sources:** Parent Engagement opportunities, Title 1 meetings, Title 3, Meet the Teacher, Open house, sign in sheets, and surveys
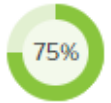
| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Attendance Interventions for students who are chronically absent. | Formative | | |
| **Strategy's Expected Result/Impact:** Increase student attendance | Nov | Feb | June |
| **Staff Responsible for Monitoring:** Principals<br><br>**Title I:**<br>2.6, 4.1, 4.2<br>**Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $500, - 211 Title I, Part A - $500 | 100% | 100% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Family Reunion Meetings/Town Halls will be provide parents with valuable information while gaining parent feedback about campus climate and culture. | Formative | | |
| | Nov | Feb | June |
| **Strategy's Expected Result/Impact:** Increase parent involvement<br>**Staff Responsible for Monitoring:** CLT<br><br>**Funding Sources:** - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $2,000, - 199 PIC 25 State Bilingual/ESL - $525 | 30% | 50% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Increase Parent Participation in school events, educational practices, and school initiatives to improve student achievement and attendance. | Formative | | |
| | Nov | Feb | June |
| **Strategy's Expected Result/Impact:** Increase parent involvement, increase student attendance, improve student achievement<br>**Staff Responsible for Monitoring:** Beasley Staff<br><br>**Title I:**<br>4.2<br>**Funding Sources:** - 211 Title I, Part A - $2,000, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $300 | 15% | 50% | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Goal 4:** We will Improve campus perception ratings related to the SE factors on the Campus Climate Survey by increasing the percentage of those who graded us an A from 58% to 68% on the 2023-2024 Campus Climate Survey.

**Performance Objective 1:** Foster student efficacy by increasing student attendance, positive behavior, and student ownership of learning.

    **Evaluation Data Sources:** Daily attendance reports and PBIS points.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** All teachers will implement the use Student Success Trackers to foster student ownership of learning. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will be aware of their growth or lack of growth in specific areas and be able to articulate their needs and set their own goals. <br> **Staff Responsible for Monitoring:** CLT and Teachers <br><br> **Title I:** <br> 2.4 | **Nov** <br><br> 15% | **Feb** <br><br> 25% | **June** |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Spread the PBIS program to other areas based on data to support positive behavior choices. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will have an extrinsic motivation to choose appropriate behaviors which will produce fewer discipline referrals. <br> **Staff Responsible for Monitoring:** PBIS Committee <br><br> **Title I:** <br> 2.4, 2.6 <br> **Funding Sources:**  - 211 Title I, Part A - $5,000 | **Nov** <br><br> 30% | **Feb** <br><br> 55% | **June** |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Create/modify a systematic and effective plan for parent outreach to improve student attendance. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Influence parents' thinking and actions to improve performance. <br> **Staff Responsible for Monitoring:** Assistant Principal <br><br> **Title I:** <br> 2.6 | **Nov** <br><br> 15% | **Feb** <br><br> 50% | **June** |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** Attend any necessary professional development opportunities including but not limited to RCA, CKH, etc. | Formative | | |
| **Strategy's Expected Result/Impact:** Teachers will receive support in student engagement, building relationships, and fostering student efficacy. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** ILT<br><br>**Title I:**<br>2.4, 2.6<br>**Funding Sources:**  - 211 Title I, Part A - $5,000 | 40% | 70% | |

| Strategy 5 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 5:** The Site Based Decision Making committee will evaluate and fund all necessary programs, products, or processes that improve student growth. | Formative | | |
| | **Nov** | **Feb** | **June** |
| **Strategy's Expected Result/Impact:** Increased student achievement.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Title I:**<br>2.4, 2.5, 2.6, 4.2<br>**Funding Sources:**  - 211 Title I, Part A - $29,375,  - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $1,069 | 50% | 75% | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 4:** We will Improve campus perception ratings related to the SE factors on the Campus Climate Survey by increasing the percentage of those who graded us an A from 58% to 68% on the 2023-2024 Campus Climate Survey.

**Performance Objective 2:** Increase counseling opportunities and stakeholder support.

    **Evaluation Data Sources:** SE Wellness Survey and K12 Parent Survey.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Establish a parent support committee to guide decisions made about stakeholder support. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Our actions and decisions will have purpose, meaning, and acceptance from parents when we allow parents to lead us. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Administrators<br><br>**Title I:**<br>2.4, 4.2 | 50% | 100% | 100% |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Establish a Bullying Prevention and Awareness program. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will know what bullying is/is not and gain tools to reduce bullying by reporting and making better choices. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** Counselor<br><br>**Title I:**<br>2.5, 2.6<br>**Funding Sources:** - 211 Title I, Part A - $1,500 | 20% | 40% | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Create a support network for new and struggling teachers. | **Formative** | | |
| **Strategy's Expected Result/Impact:** New and struggling teacher will have a safe place to collaboratively solve problems, ask questions, and develop relationships. | **Nov** | **Feb** | **June** |
| **Staff Responsible for Monitoring:** CLT | 25% | 50% | |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

# State Compensatory

## Budget for Beasley Elementary

**Total SCE Funds:** $174,862.16
**Total FTEs Funded by SCE:** 2.5
**Brief Description of SCE Services and/or Programs**

| |
|---|
| 2.5 FTE's and resources to target learning loss and academic intervention. |

## Personnel for Beasley Elementary

| Name | Position | FTE |
|---|---|---|
| Jaclyn Reyes | Pre K Teacher | 1 |
| Rosabel Perez | Emergent Bilingual Specialist | 0.5 |
| Victoria Zuniga | Pre K Aide | 1 |

# Campus Funding Summary

| 211 Title I, Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 3 | | | $1,000.00 |
| 1 | 2 | 3 | | | $1,000.00 |
| 1 | 2 | 4 | | | $5,000.00 |
| 1 | 3 | 3 | | | $5,500.00 |
| 1 | 4 | 3 | | | $35,000.00 |
| 1 | 4 | 4 | | | $6,500.00 |
| 3 | 1 | 3 | | | $5,000.00 |
| 3 | 2 | 1 | | | $500.00 |
| 3 | 2 | 3 | | | $2,000.00 |
| 4 | 1 | 2 | | | $5,000.00 |
| 4 | 1 | 4 | | | $5,000.00 |
| 4 | 1 | 5 | | | $29,375.00 |
| 4 | 2 | 2 | | | $1,500.00 |
| | | | | **Sub-Total** | $102,375.00 |
| | | | | **Budgeted Fund Source Amount** | $102,375.00 |
| | | | | **+/- Difference** | $0.00 |
| 199 PIC 30 State SCE Title I-A, Schoolwide Activit | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $500.00 |
| 1 | 6 | 1 | | | $119,045.42 |
| 2 | 2 | 3 | | | $49,447.74 |
| 3 | 1 | 3 | | | $2,000.00 |
| 3 | 2 | 1 | | | $500.00 |
| 3 | 2 | 2 | | | $2,000.00 |
| 3 | 2 | 3 | | | $300.00 |
| 4 | 1 | 5 | | | $1,069.00 |

| 199 PIC 30 State SCE Title I-A, Schoolwide Activit | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **Sub-Total** | $174,862.16 |
| | | | | **Budgeted Fund Source Amount** | $174,862.16 |
| | | | | **+/- Difference** | $0.00 |
| 199 PIC 25 State Bilingual/ESL | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 3 | | | $500.00 |
| 1 | 2 | 3 | | | $500.00 |
| 1 | 2 | 4 | | | $2,000.00 |
| 1 | 4 | 5 | | | $2,000.00 |
| 3 | 2 | 2 | | | $525.00 |
| | | | | **Sub-Total** | $5,525.00 |
| | | | | **Budgeted Fund Source Amount** | $5,525.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total Budgeted** | $282,762.16 |
| | | | | **Grand Total Spent** | $282,762.16 |
| | | | | **+/- Difference** | $0.00 |