

McKinney Independent School District
Bennett Elementary
2021-2022 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bennett Elementary, home of the Bennett Bears, is fortunate to serve 568 extraordinary students in grades Kindergarten through Fifth Grade. Our campus enrollment by ethnicity is: African American – 10%, American Indian – 1%, Asian - 7%, Hispanic – 15%, and White – 67%. 15% of Bennett Elementary students are considered to be economically disadvantaged based on free-reduced lunch status, and Bennett has a 6% mobility rate.

Bennett Elementary has a variety of programs to differentiate the needs of our learners. Many enrichment and acceleration opportunities exist, as well as, programs designed to assist students who require additional support. Some of these programs are as follows:

- Alpha - 14% of Bennett students are currently served through the MISD Alpha Program. Alpha is McKinney ISD's specialized program for identified gifted and talented students.
- Special Education - 9% of Bennett students are currently served through our special education department. For students with identified eligibility, we provide a full range of special education services including speech, resource, inclusion, and various other support services.
- Student Support - Bennett Elementary provides dyslexia services (11% of Bennett students), English as a Second Language services (4% of students), and targeted interventions through the response to intervention process.

Demographics Strengths

The increasingly diverse ethnicity of our student population brings great strength to our school community. Bennett students are challenged to reach high expectations regardless of their ethnic or socio-economic background. This was apparent in our 2020-2021 school year Assessment data which includes:

Measures of Academic Progress (MAP) Reading:

*Kindergarten - 58% above the national norm

*1st Grade - 76% above the national norm

*2nd Grade - 75% above the national norm

*3rd Grade - 75 % above the national norm

*4th Grade - 78% above the national norm

*5th Grade - 85% above the national norm

Measures of Academic Progress (MAP) Math:

*Kindergarten - 67% above the national norm

*1st Grade - 91% above the national norm

*2nd Grade - 69% above the national norm

*3rd Grade - 70% above the national norm

*4th Grade - 77% above the national norm

*5th Grade - 86% above the national norm

Science Measures of Academic Progress (MAP): 5th grade – 88% above national norm

State of Texas of Academic Assessment Readiness (STAAR): The student averages at Bennett in 3rd, 4th, and 5th grade outperformed the district and state averages on 3rd grade Reading, 4th grade Math, Reading, Writing, and 5th grade Math, Reading, and Science. Our student performance on 4th grade Reading and 4th grade Writing increased from last year.

Student Achievement

Student Achievement Summary

Bennett Elementary students, staff, and parents are committed to continuing McKinney ISD Superintendent, Dr. Rick McDaniel's, "Live Kind" initiative as a way we do business each day at Bennett Elementary and within our community. The focus this year will continue to be "Live Kind Today, Tomorrow, and Forever." We are a cohesive, diverse community providing engaging learning experiences for all. As a learning community, we pride ourselves on building positive relationships with all students, staff, and parents to promote the effectiveness of the home-school partnership to foster student success. Together, we strive to maintain an excellent education for all by promoting exemplary behavior and performance.

McKinney ISD and Bennett Elementary provides engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens. In addition, our staff provides differentiated, relevant, and progressive learning opportunities for all students. Bennett teachers strive to continually design engaging lessons focused on their "who." Classroom instruction is aligned with the student expectations of the state curriculum and the high academic standards of McKinney ISD. Campus administrators monitor teaching and learning through the Model of Instruction, High Reliability Schools Level 1, Level 2, and Level 3, through formal and informal walkthroughs, evaluations, and data meetings to ensure all students reach their highest capacity for learning.

Bennett students benefit from staff members commitment to designing purposeful and engaged learning opportunities for every child every day. Teachers work collaboratively in vertical teams and grade level teams to have meaningful dialogue focused on beliefs and goals to improve teaching and learning. Professional development opportunities are purposefully planned for targeted areas of improvement for all students and staff based on student achievement data, as well as, areas of growth for our teachers.

In addition, our Bennett staff provides differentiated, relevant, and progressive learning opportunities for all students. Bennett teachers strive to continually design engaging lessons focused on their "who." Classroom instruction is aligned with the student expectations of the state curriculum and the high academic standards of McKinney ISD. Multiple forms of data will be collected throughout the year to determine student progress, strengths, and areas to address.

Measures of Academic Progress (MAP), STAAR, Texas English Language Proficiency Assessment System (TELPAS), Developmental Reading Assessment (DRA), as well as, a wide variety of other data sources, have been utilized in the development of Bennett's campus improvement plan. Our data will be reviewed in depth by teachers and staff to plan for instruction and interventions to meet the academic needs of all students.

The staff at Bennett Elementary will continue to use and communicate multiple measures of data for student learning as supported in the Superintendent/District Goals which include:

District Goal #1: McKinney ISD will ensure faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

District Goal #2: McKinney ISD will engage students in rigorous and relevant experiences, both virtually and in-person, that will prepare them for graduation and post-secondary success.

District Goal #3: McKinney ISD will continue to promote Live Kind initiative and support the work of campus teams. (Live Kind 3.0)

District Goal #4: McKinney ISD will have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process.

District Goal #5: McKinney ISD will develop and implement a district-wide plan for the promotion of equity and diversity as it applies to faculty, staff, and students.

Student Achievement Strengths

During a student's educational career at Bennett Elementary, our exemplary teachers strive to equip every child with the highest capacity of learning to be successful in their continual education. This is evident in our K-5th student assessment data.

For the 2020-2021 school year, Bennett served 25 English Language Learners. All 25 ELL's made academic gains in Listening, Speaking, Writing, and Reading Skills.

The focus of McKinney ISD and Bennett Elementary is to increase the academic performance and achievement for all ELL students as supported in the Superintendent/District Performance Goals. To support this important district and campus goal, the staff at Bennett Elementary partner with the MISD Bilingual/ESL Director and Coordinators through campus meetings, staff development, walkthroughs, teacher reflections, building academic vocabulary, providing materials/resources to teachers, parents and staff, and by training our staff on important SIOP strategies throughout the school year.

For the 2020-2021 school year, Bennett students participated in taking the Measures of Academic Progress (MAP) assessments three times during the school year. Below is the summary of how our students performed on their 2021 End of Year Spring MAP assessments.

- **Reading Measures of Academic Progress (MAP):** Kindergarten - 58% at or above national norm, 1st grade - 76% at or above national norm, 2nd grade - 75% at or above national norm, 3rd grade – 75% at or above national norm, 4th grade – 78% at or above national norm, 5th grade – 85% at or above above national norm
- **Math Measures of Academic Progress (MAP):** Kindergarten - 67% at or above national norm, 1st grade - 91% at or above the national norm, 2nd grade – 69% at or above national norm, 3rd grade – 70% at or above national norm, 4th grade – 77% at or above national norm, 5th grade – 86% at or above national norm
- **Science Measures of Academic Progress (MAP):** 5th grade – 95% at or above national norm

For the 2020-2021 school year, our 3rd-5th grade students out performed the district and state on all but one of our state assessments.

- **State of Texas of Academic Assessment Readiness (STAAR):** The student averages at Bennett in 3rd, 4th, and 5th grade outperformed the district and state averages on 3rd grade Reading, 4th grade Math, Reading, Writing, and 5th grade Math, Reading. Our student performance on 4th grade Reading and 4th grade Writing increased fro last year.

School Culture and Climate

School Culture and Climate Summary

A positive school climate enhances learning and is necessary to maintain the safety of all students, staff and parents. At Bennett, we believe strongly in our culture and work hard on a daily basis to maintain strong belief in our school, clear communication, and safety and security for all members of our learning community. Cooperation of all of our learning community helps to create and maintain high standards. Our #1 goal is to provide a safe and secure learning environment conducive to the highest standards of learning. We will accomplish this through courage, integrity, purpose, and drive.

Our campus is has earned our High Reliability School Level 1 and Level 2 certifications through the Marzano Institute. HRS Level 1 ensures a safe, supportive, and collaborative cluture while HRS Level 2 guarantees effective teaching and learning in every classroom at Bennett Elementary. We will continue to extend working in our Professional Learning Communities (PLC) this year. In previous years, vertical teams and tactic teams have met as PLC's. This year these teams will take on additional challenges and roles to grow the professional learning of these teams. Additionally, staff will be asked for input on what they know and need to know to develop PLC's based around these needs. All learning will be communicated through Google docs so all staff have the ability to view the learning and our campus can be transparent in its discussions and growth. Parents and community members are invited to join our tactic teams which focus directly on campus improvement plan goals in order to contribute to the growth of our campus.

CIP Goal 1: Teaching and Learning by Design: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their greatest capacity for learning.

Tactic Team 1: SHOWCASE STUDENT LEARNING

This team will focus on opportunities to showcase student learning such as Curriculum Night, Open House, Science Fair, Literacy Fair, etc. This team will also work on ways to increase parental involvement.

Tactic Team 2: STUDENT DATA

This team will analyze student data, discuss quality lesson design and collaborate to improve student engagement on our campus. This team will pay special attention to our English Language Learners (ELL), Alpha, Special Education (SpEd), office referrals, and free/reduced lunch students, to ensure these students continue to experience success. Consideration will also be given by this team to how to increase our attendance rate.

Tactic Team 3: TECHNOLOGY INTEGRATION/VIRTUAL LEARNING

This team will focus on technology integration on our campus including Seesaw, Canvas, Nearpod, and Google classrooms. Team members will assist in decision making, collaborate with colleagues, and provide guidance and feedback to peers with technology to support teaching and learning of in-person students and virtual students.

CIP Goal 2: SAFE AND COLLABORATIVE CULTURE: Bennett Elementary will provide a safe and positive environment to establish a transparent, open, honest, and trusting relationship where parents, students, and staff are valued as well as equip all members with strategies necessary to face any challenge.

Tactic Team 4: CHARACTER EDUCATION, KINDNESS, AND DIVERSITY

This team will focus on improving character education through an emphasis on kindness and compassion to students, staff, and parents. This team will also work to increase an awareness of the diversity on our campus and find ways to showcase this.

Tactic Team 5: STAFF RECOGNITION & POSITIVE WORK ENVIRONMENT

This team will promote a positive school culture amongst our Bennett staff by increasing staff recognition and leading our Sunshine Committee. This team will be responsible for our school Relay for Life team, "Professional Development (PD) 100 Club" and "Bennett Bucks."

School Culture and Climate Strengths

McKinney ISD Live Kind Initiative: Bennett Elementary students, staff, and parents are committed to implementing Dr. McDaniel's "Live Kind" initiative as a way we do business each day at Bennett Elementary and within our community. Each Bennett student will be encouraged to sign their name to their grade level "Kindness Wall" as a way to show their support and commitment to living a kind life. Students will learn from their teachers and counselor about what it means to be kind through different lessons each month. These monthly lessons focus on Collaboration, Active Listening, Self-Regulation & Coping Skills, Empathy, and Speaking with Positive Intent. Bennett students that demonstrate the "Live Kind" attitude will be recognized each month at our Friday Live schoolwide assembly to share their positive impact with our school and community.

Teaching After COVID-19 Trauma Professional Development: McKinney ISD Impact Counselor, Christyna Skidmore, provided a Nearpod professional development opportunity for our Bennett staff. The professional development provided a self-paced learning opportunity to help staff learn and understand strategies and techniques to meet the needs of our students as they transition back to school after being out of the school setting since March, 2020.

Trust Based Relational Intervention (TBRI) Training: Bennett Elementary received a McKinney Education Foundation Grant in the past. This grant was for our entire staff to be trained on TBRI strategies. Our entire Bennett staff was trained during Academy, 2018, before the first day of school. The students we serve, come to us with a variety of social, emotional, and academic needs. Before we can teach our students the academic content they need to know, our students need to feel safe, welcomed, and loved. These strategies are still shared, practiced, and implemented on our campus as another way to meet the ever changing needs of our students.

The TBRI empowering principles address the ecological (external/environmental) and physiological (internal/physical) needs of the child. By ensuring these basic needs are met, the effectiveness of the connecting and correcting principles are greatly improved. Second, the connecting principles address relational and attachment needs, focusing on awareness, engagement, and attainment. Third, the correcting principles teach self-regulation and appropriate boundaries, and promote healthy behaviors for caregiver and child.

Community Circle/Morning Meeting: Building community is a deliberate and purposeful process Bennett teachers facilitate over a period of time. It begins by creating inclusion for every person within the intended learning community and by practicing the set of positive Tribes agreements. Students meet daily in a community circle for sharing, discussions on curricula, learning cooperative skills, reflecting on the day, and celebrating. Community Circle each day helps each student feel valued and foster resiliency: caring and sharing, participation, and positive expectations.

Student Management of Discipline with Love and Logic: Student management of discipline is one of the most important aspects of teaching. Without an appropriate classroom climate and relationship with students, a teacher cannot provide the best learning environment. All adults actively and consistently support high expectations for behavior by modeling our policies.

We use "Love and Logic" at Bennett Elementary which has three basic rules: Use enforceable limits, Provide choices within limits, and Apply consequences with empathy. This philosophy states that "discipline involves building students *up* so they feel more capable – better about themselves, in a healthy way, even after a discipline situation. For this to be accomplished, we must consider internalized control vs. external enforcement." Internal controls are much more powerful.

Bears of the Month: Each month, Bennett Bears are recognized for displaying characteristics of our value for that month. Students are recognized at our monthly Friday Live school-wide celebrations. This year we are also continuing our "Creed Award" which will be given to the student from each grade level who exemplifies ALL of our Bennett Creed. (CREED: I believe in myself, I'm eager to learn. I always have a positive attitude. I respect myself and others. I strive for success.) These students will be honored with a "Creed Trophy," as well as, recognized at our monthly Creed Lunch with the principal and assistant principal.

Diversity: Bennett will continue to recognize the contributions of its diverse population and seek out opportunities to celebrate the many diverse students, staff, and families that make up Bennett Elementary. The campus will work to incorporate diversity into morning announcements, newsletters, and Friday Live so that all students, parents, and staff feel welcome and celebrated.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bennett Elementary is committed to recruiting and retaining the highest quality educators to serve our Bennett learners. Every Bennett classroom is staffed with an educator who meets criteria as a highly qualified teacher. The time and commitment to the interview process is an integral part of our success in hiring highly qualified educators. The MISD mentor program is utilized to ensure the needs of new staff members are met. During the interview process, our McKinney ISD and campus goal is to employ, recruit, develop and retain highly qualified staff reflective of our student demographics, to maximize learning for all students. This important goal is supported in the Superintendent/District Performance Objectives.

Our Bennett staff works together as a family to support the diverse needs of our community. All staff members are willing to go the extra mile to ensure the success of all students, staff, and parents. Collaboration and dedication are key components to the success of our school.

Staff Quality, Recruitment, and Retention Strengths

The Bennett staff strives to be highly qualified and competent in their areas of instruction through ongoing professional development training and pursuing higher degrees. During the 2020-2021 school year, 100% of Bennett teachers met and exceeded the required 18 hours of professional development. Again this year, staff are being challenged to join our "100 Club" by completing at least 100 hours of professional development even though the McKinney ISD professional development hours is 18 hours this school. These staff members will be honored at Friday Live and presented with a special certificate. 100% of our staff have completed their Gifted and Talented hours. All 100% of our staff have their English as a Second Language (ESL) certification. In addition, 6 of our Bennett staff members have a Master's or higher level degree from an accredited university. Five of our staff members are graduates of McKinney high schools.

Bennett teachers differentiate to meet the needs of all learners through small group teaching. During the 2020-2021 school year, our teacher-student ratios ranged from 1:20 to 1:25. Smaller class sizes lend itself to providing for individual needs.

The teaching experience of each staff member is valuable as we collaborate and bring different experiences, knowledge, and expertise while planning engaging learning opportunities for students. Our staff has a combined experience of 688 years in education with the average teacher having twelve years of experience. We are fortunate to have a diverse range of teaching experience at Bennett Elementary.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Bennett Elementary teachers and staff are committed to implementing differentiated, relevant, and progressive learning opportunities for all students. Campus administrators monitor teaching and learning through formal and informal walkthroughs, evaluations, and data meetings to ensure students reach their highest capacity for learning. Teachers work collaboratively in vertical teams, as well as, with grade level teams, to have meaningful dialogue focused on beliefs and goals to improve teaching and learning. Classroom instruction is aligned with the student expectations of the state curriculum (Texas Essentials Knowledge and Skills - TEKS), as well as, the high standards of MISD.

Curriculum, Instruction, and Assessment Strengths

During the Bennett Academy, 100% of the Bennett staff were refreshed in our commitment in High Reliability Schools Level 1, Level 2, and Level 3, PLCs, as well as, supplemental training in the McKinney ISD Model of Instruction. Teachers work to incorporate the design qualities into their weekly lesson plans to plan and implement designing, engaging lessons for all students. Bennett continues to lead trends in the district with literacy accountability. In an effort to continuously monitor the progress of our Campus Improvement Plan and how it relates to student success, one Wednesday per month, all Bennett staff meets with their Campus Improvement Committee Teams (Tactic Teams) to review CIP Goals.

Parent and Community Engagement

Parent and Community Engagement Summary

Bennett Elementary has excellent family and community involvement. This is evident through the strength of our PTO, participation in community events, and the number of volunteers that donate their time to our school. Bennett has 20 parent volunteers that serve on the PTO Board. The PTO Board plans community events and a schoolwide fundraiser for Bennett including, Spirit Nights, Box Tops, Family BINGO Night, School Dance, and our Watch DOGS Program. The PTO Board meets once a month to assist in the mission and goals of our school.

Family and community involvement is vital to the success of our school. Throughout the year, surveys are used as a way to maintain effective two-way communication to support student learning, family and community involvement. Based on input from our learning community, our campus provides speakers, resources, opportunities, programs, and activities to support student learning. Utilizing parent, students, and staff surveys helps maintain effective two-way communication.

Parent and Community Engagement Strengths

Communication is paramount to the success of our family and community involvement. This includes a Bennett Bear Business Newsletter that is sent to active contacts every Tuesday, a School Messenger phone message that is sent to 618 recipients each Sunday, Bennett Facebook page with over 1,200 followers, frequent updates to our Bennett website, grade level and staff postings on Twitter, postings on our digital school marquee, as well as, grade level newsletters. Bennett is committed to opening our doors to share the daily engaging learning opportunities with our Bennett community. This will be done by hosting a variety of Showcases of Learning throughout the school year.

Our Bennett PTO has the most Watch D.O.G.S., Dads of Great Students, in the entire district. We have over 100 male family participants each semester that volunteer to work with all of our K-5th grade students and teachers in the classroom on their designated volunteer days.

Our volunteers dedicated more than 1,000 hours each month at school plus countless hours outside of the campus. Volunteers are recognized each month at our schoolwide Friday Live celebrations.

School Context and Organization

School Context and Organization Summary

Lowell Dean and Mildred A. Bennett Elementary School was founded in 2002 and consistently achieves exemplary status due to the dedication and hard work of our learning community. Our school's namesakes are Lowell Dean Bennett and Mildred A. Bennett. Mr. Bennett graduated from 10th grade at Lake Dallas in 1931. At that time, 10th grade was the highest grade taught in his school. Those who wanted a high school diploma had to go to Denton or Lewisville to finish the 11th grade and 12th grade was not available. Mr. Bennett received his Bachelor's degree from North Texas State Teacher's College in 1936. He obtained his Master's degree in 1941 also from North Texas State Teacher's College. After teaching in Farmers Valley, Big Spring, and Midland Independent School Districts, Mr. Bennett came to McKinney I.S.D. and retired from MISD in 1978 after 24 years of service to the district. His professional organizations include; Texas State Teacher's Association, Elementary Principals Associations and The Collin County Retired Teachers Association.

Mildred Bennett was a retired educator with 37 total years of elementary and high school teaching experience. She graduated from Cleburne High School in 1934. She then received her Bachelor's Degree from Texas State College for Women (now Texas Womans' University). She later received her Master's Degree from North Texas State Teacher's College in Denton. Mildred worked in the Brownsboro I.S.D. from 1938 - 1939 before teaching in the Big Spring Independent School District. She then moved to McKinney where she started her teaching career in the fall of 1954. Mildred taught Typing II, Shorthand I and II, and Secretarial Training. She had many students compete at the district and state levels. Mildred retired from MISD in the spring of 1978 after teaching for 24 years in the district. Her professional organizations include; Texas State Teachers Association, Classroom Teachers Association, Secretarial Association, and the Collin County Retired Teachers Association where she served as the health and finance officer for two years as well as the association's historian. Mrs. Bennett passed away in October, 2019 at the young age of 103 years old. Her legacy continues to live on with our students, staff, parents, and Bennett community.

School Context and Organization Strengths

Bennett offers a variety of student leadership opportunities for our BEARS including Bear Buddies, STUCO, Tech & News Crew, and Safety Partol to name a few.

Technology

Technology Summary

Bennett Elementary has an abundance of technology tools, with our 2nd-5th grade laptop to student ratio being 1:1 and 2:1 in grades K-1st. Each classroom is equipped with a ClearTouch Interactive Board and a document camera that also serves as a web cam. Each teacher is provided a Macbook Air laptop for use at school and home, and the option to request an iPad for instructional purposes.

Technology Strengths

Teachers evaluate data through the digital platforms, Forethought and Aware and plan and deliver instruction through Canvas, Seesaw, Nearpod, and Google Apps for Education. District funded resources and databases include Pebble Go, Discovery Education, online textbooks, GALE virtual library, Overdrive ebooks, Sora eBooks, and Brain Pop.

We focus on technology integration that increases student engagement, encourages student use of technology for critical thinking, collaboration, creativity, and communication, and enhances online and multimedia skills. We strive to develop students who exhibit strong digital citizenship behaviors, and will continue to focus on encouraging safe digital habits and embedding digital citizenship into daily lessons.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: TEACHING AND LEARNING BY DESIGN: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their highest capacity for learning.

Performance Objective 1: In grades 3-5, students will demonstrate academic success in Reading by increasing the percent of students achieving the final recommended standard by 10 percent on the STAAR test and increasing their RIT score on MAP. In grades K-2, 100% of students will demonstrate academic success in Reading by showing grade level proficiency on DRA and mClass.

Evaluation Data Sources: DRA, mCLASS, MAP and STAAR data will increase for 100% of students.

| Strategy 1 Details | Reviews | | | |
|--|--|--|------------|------------------|
| <p>Strategy 1: Teachers will design quality lessons based on individual student data.</p> <p>Strategy's Expected Result/Impact: DRA data, MAP data, Monitoring Notebook, District Assessments, Monthly RtI Meetings, and Data Meetings</p> <p>Staff Responsible for Monitoring: All staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers and students will purposefully engage in authentic literacy by reading, writing, and talking through the use of the Balanced Literacy Model. The use of LLI Kits will be essential in providing targeted instruction on each student's level</p> <p>Strategy's Expected Result/Impact: DRA data, LLI kit data, MAP data, Monitoring Notebook, District Assessments, Lesson Plans, Team Planning, and Vertical Team Meetings</p> <p>Staff Responsible for Monitoring: All staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | | |

Goal 1: TEACHING AND LEARNING BY DESIGN: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their highest capacity for learning.

Performance Objective 2: In grades 3-5, students will demonstrate academic success in Math by increasing the percent of students achieving the final recommended standard by 10 percent on the STAAR test and increasing their RIT score on MAP. In grades K-2, 100% of students will demonstrate academic success in Math by showing grade level proficiency on grade level performance criteria and EOY MAP Math data.

Evaluation Data Sources: MAP and STAAR data will increase for 100% of students.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Teachers will design differentiated lessons based on individual student data. Strategy's Expected Result/Impact: MAP data, Monitoring Notebook, LLI data, District Assessments, Monthly RtI Meetings, and Data Meetings Staff Responsible for Monitoring: All staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will design engaging lessons that implement District Intervention Time through resources, interventions, teacher table, small group and rotations. Strategy's Expected Result/Impact: MAP data, Monitoring Notebook, District Assessments, Lesson Plans, Team Planning, and Vertical Team Meetings Staff Responsible for Monitoring: All staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: TEACHING AND LEARNING BY DESIGN: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their highest capacity for learning.

Performance Objective 3: In grade 5, students will demonstrate academic success in Science by increasing the percent of students achieving the final recommended standard by 10 percent on the STAAR test and increasing their RIT score on MAP. In grades K-4, 100% of students will demonstrate academic success in Science by showing grade level proficiency on grade level performance criteria. Students in 5th grade will also show an increase in their MAP Science score.

Evaluation Data Sources: MAP, STAAR, and grade level performance data will increase for 100% of students.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will design quality lessons based on individual student data.</p> <p>Strategy's Expected Result/Impact: MAP data, Monitoring Notebook, District Assessments, Monthly Rtl Meetings, and Data Meetings</p> <p>Staff Responsible for Monitoring: All staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will design engaging lessons through the use of pre-teaching vocabulary, maintaining science notebooks, meaningful discussions, and interactive lab activities. Inquiry based learning will continue to be implemented as a framework for Science instruction.</p> <p>Strategy's Expected Result/Impact: MAP data, Monitoring Notebook, District Assessments, Science Notebook, Lesson Plans, Team Planning, and Vertical Team Meetings</p> <p>Staff Responsible for Monitoring: All staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Goal 1: TEACHING AND LEARNING BY DESIGN: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their highest capacity for learning.

Performance Objective 4: Bennett Elementary will increase our 2021-2022 attendance rate to 98% or higher. Each week classes with perfect attendance, no tardies, no early dismissals will be recognized on morning announcements and in the Bear Business. Outside of each teacher's door, classes will be recognized for meeting their attendance goals. Individual students will be recognized monthly and quarterly through an attendance recognition board in the main hallway.

Evaluation Data Sources: PEIMS data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Bennett teachers and staff will follow state and district guidelines in reporting attendance, communicating with parents regarding attendance, and sending home appropriate attendance documentation. Bennett is implementing an Attendance Challenge to track Classes with no tardies and perfect attendance each week.</p> <p>Strategy's Expected Result/Impact: More students will be attending school at a greater percentage of the time which will increase student achievement. Less students will miss school due to vacations and trips. We will also be able to see our weekly reports and an increase in attendance.</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, Susan Jakobsen and all classroom teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Bennett staff will follow state and district guidelines by sending home appropriate communication regarding attendance and filing truancy as necessary.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates; less unexcused absences</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin and Susan Jakobsen</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> | | | | |

Goal 1: TEACHING AND LEARNING BY DESIGN: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their highest capacity for learning.

Performance Objective 5: 100% of English Language Learners (ELL) students will advance to an intermediate rating or higher in English Language Proficiency in Reading, Writing, Listening and Speaking. ELL students will meet all passing standards for all district and state assessments.

Evaluation Data Sources: MAP assessment data & Texas English Language Proficiency Assessment System (TELPAS)

| Strategy 1 Details | Reviews | | | |
|---|---|---|------------|------------------|
| <p>Strategy 1: ESL students will receive instruction from a certified ESL teacher and will utilize all resources available as necessary including Rosetta Stone, TELPAS and language acquisition strategies. Newcomers will be identified and teachers will work specifically with these students to help students acquire language and integrate and understand the structures.</p> <p>Strategy's Expected Result/Impact: Specific student data, Rosetta Stone progression, SIOP Strategies in every classroom. Content and language objectives will be posted in every ESL classroom. Teachers will collaborate, monitor and assess standards.</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, ESL teachers, Nicole Alvarez</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: 100% of ESL teachers will have professional development in working with ESL students including Sheltered Instruction Observation Protocol (SIOP) strategies, English Language Proficiency Standards (ELPS), and/or RtI for ELLs. All content teachers will be ESL certified.</p> <p>Strategy's Expected Result/Impact: Eduphoria Professional Development</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, ESL teachers, Nicole Alvarez</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 1: TEACHING AND LEARNING BY DESIGN: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their highest capacity for learning.

Performance Objective 6: 100% of SPED students will achieve Individual Education Plan (IEP) goals by the end of the 2021-2022 school year. SPED students will meet all passing standards for all district and state assessments.

Evaluation Data Sources: IEP information, district assessments, state assessments

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Homeroom teachers will partner with the Special Education lead teachers to ensure that learning for SPED students occurs at a high level and that IEP goals are being met and all students are making progress on grade level TEKS.</p> <p>Strategy's Expected Result/Impact: SPED data, staff/teachers conferences, differentiated lesson design</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, Dana Crider, Helen O'Connell, Ron Khreish, Nora Trout, classroom teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Administrators and teachers of SPED students will participate in quarterly data meetings to ensure that SPED students are achieving at high levels and are making growth on district assessments and individual IEP goals.</p> <p>Strategy's Expected Result/Impact: quarterly data meetings, benchmark data</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, Dana Crider, Helen O'Connell, Ron Khreish, Nora Trout, classroom teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Goal 1: TEACHING AND LEARNING BY DESIGN: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their highest capacity for learning.

Performance Objective 7: Teachers will ensure that 100% of ALPHA students meet or exceed projected growth during the 2021-2022 school year in all academic areas.

Evaluation Data Sources: MAP, STAAR, district assessments

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: 100% of all Bennett staff will have 6 hours or more of GT training. Strategy's Expected Result/Impact: GT compliance, CoGAT training to all K-2 teachers and strategies communicated with parents through weekly school wide newsletter Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, classroom teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will refer suspected GT students for testing according to MISD policy and timelines. Strategy's Expected Result/Impact: GT referrals Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, classroom teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Administrators and GT teachers will participate in quarterly data meetings to ensure ALPHA students are achieving at high levels and meeting expected areas of growth. Strategy's Expected Result/Impact: quarterly data meetings Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, teachers of ALPHA students</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 1: TEACHING AND LEARNING BY DESIGN: Bennett Elementary will develop and implement relevant educational opportunities to support academic success in all student groups and lead all individuals to their highest capacity for learning.

Performance Objective 8: 100% of Bennett teachers will be compliant by earning 18 or more hours of professional development as per the MISD Professional Development Policy and will be ESL certified. Staff will additionally be challenged to join the "36 Hour PD Club" by completing 36 hours of professional development this school and will be recognized through Friday Live celebration, receiving a certificate, and on social media.

Evaluation Data Sources: Eduphoria, summative conferences

| Strategy 1 Details | Reviews | | | |
|---|---|---|------------|------------------|
| <p>Strategy 1: Teachers will participate in all PD events relevant to instructional areas and as assigned by T-TESS appraiser. Teachers will participate in PD activities including Academy, LLI Kits, MClass, Nearpod, Seesaw, Canvas, CPI, DRA2, SIOP, GT, Insync, data discussions, STAAR training, Writing Workshop, vertical teams, math, science, reading, and instructional technology.</p> <p>Strategy's Expected Result/Impact: PD compliance, Eduphoria</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, Classroom Teachers, District C&I Team</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Administrators will conduct summative conferences for all certified teachers and evaluate PD compliance in Eduphoria to ensure PD compliance occurs prior to the district cut off date.</p> <p>Strategy's Expected Result/Impact: 100% participation in summative conferences</p> <p>Staff Responsible for Monitoring: Amy Holderman and Kassie Halpin</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: SAFE AND COLLABORATIVE CULTURE: We will provide a safe and positive environment to establish a transparent, open, honest, and trusting relationship where parents, students, teachers and staff are valued as well as equip all members with strategies necessary to face any challenge.

Performance Objective 1: Discipline referrals to the office in regards to inappropriate physical contact, verbal and/or written threats, and safety violations will decrease by 10%.

Evaluation Data Sources: Total number of discipline referrals in the office

| Strategy 1 Details | Reviews | | | |
|---|---|---|--|-----------|
| <p>Strategy 1: The Bennett learning community will continue to implement the "Live Kind - Today, Tomorrow, and Forever. 3.0" district initiative. Students will make a commitment to living a kind life and practice showing random acts of kindness. Students will participate in a "Kindness Banner" in the main hallway showing the ways that kindness is growing across our campus.</p> <p>Strategy's Expected Result/Impact: We will continue to "Live Kind" as a way we do business at Bennett. Staff will recognize students with "Positive Office Referrals." Students that earn a "Positive Office Referral" will get to call home, have their picture taken, and celebrated with administration.</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, Angie Stallbaumer, Christie Thompson, all Bennett staff and teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Bennett Administration and PTO will host a Principal's Coffee focused on continuing to grow our transparency and understanding of our diverse campus. The Bennett Administration will also host "Brown Bag Lunches" inviting parents to join the administration for lunch, ask questions, and share compliments and concerns.</p> <p>Strategy's Expected Result/Impact: Parental support through "Live Kind - Today, Tomorrow, and Forever 3.0"</p> <p>Staff Responsible for Monitoring: Amy Holderman and Kassie Halpin</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Bennett homeroom teachers will recognize the "Bears of the Month" at monthly Bennett Friday Live assemblies to honor positive student behaviors. "Creed Winners" will also be recognized as the two students from the grade level best exemplifying all that Bennett stands for.</p> <p>Strategy's Expected Result/Impact: Monthly recognition assemblies</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, Christie Thompson, and all classroom teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: SAFE AND COLLABORATIVE CULTURE: We will provide a safe and positive environment to establish a transparent, open, honest, and trusting relationship where parents, students, teachers and staff are valued as well as equip all members with strategies necessary to face any challenge.

Performance Objective 2: Bennett staff will partner with the PTO to plan and implement three campus wide events that serve to build and promote positive home-school relationships.

Evaluation Data Sources: Three campus-wide events occur in which 95% of campus staff participates

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| <p>Strategy 1: Teachers will attend and participate in our PTO Sponsored BINGO Night and encourage attendance and student participation.</p> <p>Strategy's Expected Result/Impact: campus events occur</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, Tanya Banse, classroom teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will sponsor and/or attend a PTO Sponsored school-wide dance.</p> <p>Strategy's Expected Result/Impact: campus events occur</p> <p>Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, Tanya Banse, classroom teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 2: SAFE AND COLLABORATIVE CULTURE: We will provide a safe and positive environment to establish a transparent, open, honest, and trusting relationship where parents, students, teachers and staff are valued as well as equip all members with strategies necessary to face any challenge.

Performance Objective 3: Homeroom teachers will conduct 1st 9 week parent conferences with 100% face-to-face participation.

Evaluation Data Sources: Parent conference forms turned into appraiser

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: Teachers will conduct parent conferences during the 1st 9 weeks window between October 26-30. Strategy's Expected Result/Impact: Conferences occurring, positive feedback from parents Staff Responsible for Monitoring: Amy Holderman, Kassie Halpin, classroom teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Plan Notes

| Student Group | 2010 # Test | 2010 % Pass | Reading/ELA | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|------------|
| | | | 2011 # Test | 2011 # Pass | 2011 % Pass | 2011 % Com |
| All Students | 344 | 97 % | 342 | 337 | 99 % | 57 % |
| Afr. Amer. | 30 | 93 % | 34 | 33 | 97 % | 47 % |
| Hispanic | 17 | 94 % | 27 | 26 | 96 % | 56 % |
| White | 273 | 98 % | 254 | 252 | 99 % | 59 % |
| Econ. Disadv. | 22 | ++ | 27 | 26 | 96 % | 44 % |

| Math | | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|------------|
| Student Group | 2010 # Test | 2010 % Pass | 2011 # Test | 2011 # Pass | 2011 % Pass | 2011 % Com |
| All Students | 344 | 97 % | 343 | 334 | 97 % | 52 % |
| Afr. Amer. | 30 | ++ | 34 | 33 | 97 % | 44 % |
| Hispanic | 17 | 94 % | 27 | 26 | 96 % | 59 % |
| White | 273 | 97 % | 255 | 249 | 98 % | 52 % |
| Econ. Disadv. | 22 | ++ | 27 | 27 | 100 % | 33 % |

| Writing | | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|------------|
| Student Group | 2010 # Test | 2010 % Pass | 2011 # Test | 2011 # Pass | 2011 % Pass | 2011 % Com |
| All Students | 124 | 98 % | 119 | 116 | 97 % | 55 % |
| Afr. Amer. | 13 | ++ | 13 | 13 | 100 % | 54 % |
| Hispanic | 4 | ++ | 4 | 4 | 100 % | 100 % |
| White | 96 | 98 % | 95 | 92 | 97 % | 53 % |
| Econ. Disadv. | 12 | 83 % | 8 | 8 | 100 % | 50 % |

| Science | | | | | | |
|-----------------------|--------------------|-------------|------------------|--------------------|-------------|------------|
| Student Group | 2010 # Test | 2010 % Pass | 2011 # Test | 2011 # Pass | 2011 % Pass | 2011 % Com |
| All Students | 106 | 96 % | 127 | 121 | 95 % | 63 % |
| Afr. Amer. | 6 | 83 % | 15 | 15 | 100 % | 60 % |
| Hispanic | 10 | 90 % | 11 | 11 | 100 % | 55 % |
| White | 82 | 98 % | 89 | 85 | 96 % | 66 % |
| Econ. Disadv. | 5 | ++ | 13 | 13 | 100 % | 46 % |
| ELL 2011: 100% | 2011 #Test: | 5 | 2010: ++% | 2010 #Test: | 4 | |