Banquete Independent School District

Banquete Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Mission Statement

Vision

Learners today, leaders tomorrow.

Value Statement

We stick together at BES!

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 6
- Perceptions 7

Priority Problem Statements 8

Comprehensive Needs Assessment Data Documentation 9

Goals 11
- Goal 1: Recruit, support and retain teachers and principals 11
- Goal 2: Build a strong foundation of reading and math 18
- Goal 3: CCMR: Connect high school to college, career, and military 24
- Goal 4: Improve lower performing schools 26
- Goal 5: Safe, supportive learning environment 32

State Compensatory 36
- Budget for Banquete Elementary School 36
- Personnel for Banquete Elementary School 36

Title I Personnel 37

Site-Based Decision Making Committee 38

Campus Funding Summary 39

Comprehensive Needs Assessment

Revised/Approved: September 8, 2023

Demographics

Demographics Summary

22-23 Student Demographics:

75% Hispanic, 23.8% White, 1.2% African American

89.3% Economically Disadvantage

22-23 Teacher Demographics:

81% Hispanic, 19% White

Demographics Strengths

The demographics of students to teacher is highly comparable with 65% hispanic teachers to 85% hispanic students.

Banquete Elementary is projected to be rated an "A" rated district for the 2022-2023 school year.

Banquete Elementary is projected to be rated an "A" rated district for the 2021-2022 school year and outperformed the state and region in a variety of areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Banquete Elementary currently does not have an ESL ELA certified teacher in 4th, 3rd and 1st grade to provide services to current ELL students. **Root Cause:** ESL certification is not required for all teachers at Banquete ISD.

Student Learning

Student Learning Summary

Students outperformed the state and region in Math, Reading, & Science for all grade levels except 3rd grade Reading and Math.

Students showed overall growth in MAP testing as a campus in the 2022-2023 school year.

Student Learning Strengths

Students outperformed the state and region in STAAR Reading for 4th and 5th grade for 2022-2023.

Students outperformed the state and region in STAAR Math for 4th and 5th grade for 2022-2023.

Students outperformed the state and region in STAAR Science for 5th grade for 2022-2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause:** Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.

Problem Statement 2 (Prioritized): Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

School Processes & Programs

School Processes & Programs Summary

All teachers and staff are highly qualified for their positions within Banquete Elementary. All BES teachers are certified in the content/grade level that they teach.

School Processes & Programs Strengths

Teachers are completing summer professional development. Teachers are also required to complete additional professional development during the school year that is beyond what is offered by the school and district. Teachers are encouraged to facilitate and lead professional development for the campus, district, and beyond.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Few teachers facilitate and lead professional development. **Root Cause:** Teachers are not required to, nor are provided incentives to facilitate and lead professional development opportunities and therefore do not attempt to lead on their own.

Perceptions

Perceptions Summary

Banquete Elementary has events, activities, and incentives. BES staff is involved collaboratively in Site Based Decision Making/Campus Leadership Team.

Perceptions Strengths

Banquete Elementary has events, activities, and incentives that promote positive relationships between the staff, community, and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Banquete Elementary has limited resources in the area due to being a rural campus. **Root Cause:** Banquete Elementary is in a rural area of the Coastal Bend Area. We are approximately 30 miles from the nearest metroplex city, Corpus Christi.

Priority Problem Statements

Problem Statement 1: Banquete Elementary has limited resources in the area due to being a rural campus.

Root Cause 1: Banquete Elementary is in a rural area of the Coastal Bend Area. We are approximately 30 miles from the nearest metroplex city, Corpus Christi.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Banquete Elementary currently does not have an ESL ELA certified teacher in 4th, 3rd and 1st grade to provide services to current ELL students.

Root Cause 2: ESL certification is not required for all teachers at Banquete ISD.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR.

Root Cause 3: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Few teachers facilitate and lead professional development.

Root Cause 5: Teachers are not required to, nor are provided incentives to facilitate and lead professional development opportunities and therefore do not attempt to lead on their own.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 1: All positions will consist of personnel that is highly qualified for the position.

Evaluation Data Sources: Teacher certifications, resumes that consist of accurate work experience, references prior to hire, and data gathered from interviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All newly hired teachers will be certified for the position in which they will be teaching. **Strategy's Expected Result/Impact:** Teachers will be highly qualified for teaching their content area. This will ensure that students are successful in learning the state standards for the subject. **Staff Responsible for Monitoring:** Admin **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Math Specialist - Title I, Part A - $78,983				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All newly hired paraprofessionals will be qualified for the position in which they will be filling. **Strategy's Expected Result/Impact:** Paraprofessionals will be well suited for their positions based on interview data, resumes, references, and transcripts. This will ensure that students are receiving the best intervention from qualified individuals. **Staff Responsible for Monitoring:** Admin **Title I:** 2.5 **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Paraprofessional positions - Title I, Part A - $72,410				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Banquete Elementary currently does not have an ESL ELA certified teacher in 4th, 3rd and 1st grade to provide services to current ELL students. **Root Cause**: ESL certification is not required for all teachers at Banquete ISD.
Student Learning
Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to. **Problem Statement 2**: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 2: PLCs will be held on campus weekly

Evaluation Data Sources: Exit tickets from PLCs and Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: All core teachers will attend PLC on a weekly basis **Strategy's Expected Result/Impact:** Teachers will share resources through collaboration with peers during PLC so that there will be 95% at a proficient rating on their overall TTESS evaluation. **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	45%	65%	45%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Specials teachers will participate in PLC monthly and as needed. **Strategy's Expected Result/Impact:** Teachers will share resources through collaboration with peers during PLC so that there will be 95% at proficient rating on their overall TTESS evaluation. **Staff Responsible for Monitoring:** Admin, teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	45%	65%	45%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.

Problem Statement 2: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

School Processes & Programs

Problem Statement 1: Few teachers facilitate and lead professional development. **Root Cause**: Teachers are not required to, nor are provided incentives to facilitate and lead professional development opportunities and therefore do not attempt to lead on their own.

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 3: Professional development will be targeted to specific needs of the campus

Evaluation Data Sources: MAP data showing growth from BOY to MOY to EOY by 75% of students meeting their expected student growth proficiency.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: MAP testing will be conducted 3 times a year for all grade levels. **Strategy's Expected Result/Impact:** Students will test 3 times a year and 95% of students will meet their projected growth for the school year. **Staff Responsible for Monitoring:** All admin, teachers, students **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math Specialist - Title I, Part A - $78,983	25%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers and Specialists will participate in professional development to include Reading Academies. **Strategy's Expected Result/Impact:** 95% of Students will meet their projected growth on MAP at the end of the school year **Staff Responsible for Monitoring:** Admin & teachers **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math Specialist - Title I, Part A - $78,983	45%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

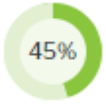
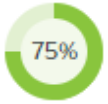
Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.

Problem Statement 2: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

Goal 1: Recruit, support and retain teachers and principals

Performance Objective 4: Provide experiences and resources to enhance retention including campus events and activities.

Evaluation Data Sources: Sign in sheets from campus events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host campus events to enhance climate and culture of the campus including celebration and team building opportunities during faculty meetings. **Strategy's Expected Result/Impact:** Positive working environment for learning by allowing time monthly for campus wide gathering during faculty meetings for all staff. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Few teachers facilitate and lead professional development. **Root Cause**: Teachers are not required to, nor are provided incentives to facilitate and lead professional development opportunities and therefore do not attempt to lead on their own.

Goal 2: Build a strong foundation of reading and math

Performance Objective 1: Campus will participate in professional development opportunities to increase teacher understanding and ability in reading and math.

Evaluation Data Sources: Sign in sheets from PD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Staff will participate in staff development such as Big Rocks **Strategy's Expected Result/Impact:** 100% of students will show growth on MAP scores from BOY to EOY by students meeting their expected projected growth. This will ensure STAAR results will be improved from 2023 to 2024. **Staff Responsible for Monitoring:** Teachers & Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math Specialist - Title I, Part A - $78,983	45%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will participate in Reading Academy and pass the end of course examination. **Strategy's Expected Result/Impact:** 100% passing rate of all teachers **Staff Responsible for Monitoring:** Admin and teachers **Title I:** 2.5 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 2	N/A	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.

Problem Statement 2: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

Goal 2: Build a strong foundation of reading and math

Performance Objective 2: Administrative walkthroughs will be conducted to ensure math and reading skills are being taught at grade level.

Evaluation Data Sources: Weekly Walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Core content teachers will participate in one PLC meeting weekly **Strategy's Expected Result/Impact:** teachers will participate weekly in PLC in order to increase teacher autonomy and efficacy **Staff Responsible for Monitoring:** admin **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	45%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: At least one member from each grade level/specialty area will be a member of the Campus Leadership team and attend monthly collaboration meetings. **Strategy's Expected Result/Impact:** Campus leadership team members will meet monthly to ensure that 100% of teacher voice is utilized in campus decision making. This will increase teacher efficacy and autonomy. **Staff Responsible for Monitoring:** Admin **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	45%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Few teachers facilitate and lead professional development. **Root Cause**: Teachers are not required to, nor are provided incentives to facilitate and lead professional development opportunities and therefore do not attempt to lead on their own.

Goal 2: Build a strong foundation of reading and math

Performance Objective 3: Outperform the region and state in STAAR results in 2024.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using MAP data, create intervention groups to target needed instruction in Reading and Math. **Strategy's Expected Result/Impact:** Students will show growth in each subject-reading & math by meeting their individual projected proficiency created by NWEA. **Staff Responsible for Monitoring:** admin, teachers, and interventionist **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math Specialist - Title I, Part A - $78,983		65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Monitor lesson plans for alignment with the objective. **Strategy's Expected Result/Impact:** Lesson plans contain objectives that align with the TEKS and assessments. **Staff Responsible for Monitoring:** admin and specialists **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1, 2 **Funding Sources:** Math Specialists - Title I, Part A - $78,983		65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Banquete Elementary currently does not have an ESL ELA certified teacher in 4th, 3rd and 1st grade to provide services to current ELL students. **Root Cause**: ESL certification is not required for all teachers at Banquete ISD.
Student Learning
Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to. **Problem Statement 2**: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

Goal 3: CCMR: Connect high school to college, career, and military

Performance Objective 1: College, career, and military information will be strategically shared and taught to all elementary students.

Evaluation Data Sources: plans, agendas and pictures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Students will receive a monthly activity that relates to a career, college or military opportunity **Strategy's Expected Result/Impact:** 100% of students will receive lessons monthly in CCM from the counselor in order to increase awareness in post-secondary opportunities. **Staff Responsible for Monitoring:** admin, counselor, teachers **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Students will participate in activities to enhance military awareness. **Strategy's Expected Result/Impact:** All students will view military as an option for post-secondary opportunities in order to increase military awareness **Staff Responsible for Monitoring:** Teachers, admin **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Banquete Elementary has limited resources in the area due to being a rural campus. **Root Cause**: Banquete Elementary is in a rural area of the Coastal Bend Area. We are approximately 30 miles from the nearest metroplex city, Corpus Christi.

Goal 4: Improve lower performing schools

Performance Objective 1: Grade levels as a whole will increase STAAR performance percentage for all subjects in comparison to previous year

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instruction will be data driven using MAP scores **Strategy's Expected Result/Impact:** Increase of STAAR performance from 2023-2024 **Staff Responsible for Monitoring:** Admin **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math Specialist - Title I, Part A - $78,983				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: What I Need (W.I.N.) time will be implemented during the school day and allot time for intervention for Tier 3 students. **Strategy's Expected Result/Impact:** STAAR results will increase for each subject from 2023 to 2024. **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math specialist - Title I, Part A - $78,983				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.

Problem Statement 2: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

Goal 4: Improve lower performing schools

Performance Objective 2: Attendance percentage will be 95% or higher

Evaluation Data Sources: attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Monitoring of attendance with a campus attendance committee. **Strategy's Expected Result/Impact:** Attendance percentage will be at 95% or above annually **Staff Responsible for Monitoring:** admin, attendance clerk, community liaison, teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Community Liaison - Title I, Part A - $22,085		65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Incentives will be created to increase attendance rates **Strategy's Expected Result/Impact:** Annual attendance will be at 95% or higher **Staff Responsible for Monitoring:** Admin, teachers, community liaison, attendance clerk **Title I:** 4.2 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Community Liaison - Title I, Part A - $22,085		65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.

Problem Statement 2: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

Goal 4: Improve lower performing schools

Performance Objective 3: Parental and family events will be held each six weeks on campus.

Evaluation Data Sources: Sign in sheets from events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Host a Principal's Coffee every six weeks **Strategy's Expected Result/Impact:** Parents/families will be present for every grade level by promoting the events and ensuring there is a parent representative at each event. This will raise awareness of the educational programs and activities that our campus is providing. **Staff Responsible for Monitoring:** admin, parent/family liaison **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 - Perceptions 1 **Funding Sources:** Community Liaison - Title I, Part A - $22,085		65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Promote district and campus parent events by using a variety of methods such as social media, flyers, and communication with parents. **Strategy's Expected Result/Impact:** Parents/families will be present for every grade level by promoting the events and ensuring there is a parent representative at each event. This will raise awareness of the educational programs and activities that our campus is providing. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 - Perceptions 1 **Funding Sources:** Community Liaison - Title I, Part A - $22,085		60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.
Problem Statement 2: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.
Perceptions
Problem Statement 1: Banquete Elementary has limited resources in the area due to being a rural campus. **Root Cause**: Banquete Elementary is in a rural area of the Coastal Bend Area. We are approximately 30 miles from the nearest metroplex city, Corpus Christi.

Goal 5: Safe, supportive learning environment

Performance Objective 1: BES will be safe for all students and staff

Evaluation Data Sources: sign in sheets, drill logs, activity event agendas and sign ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Background checks will be run for all volunteers on campus **Strategy's Expected Result/Impact:** all volunteers will have their background completed **Staff Responsible for Monitoring:** admin **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement and facilitate Standards Response protocols **Strategy's Expected Result/Impact:** 100% of all BES staff and students will know how to respond and behave during an emergency situation. **Staff Responsible for Monitoring:** Admin, teachers, and staff **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - Title I, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implementation of anti-bullying, suicide prevention, positive behavior, SEL, and substance abuse trainings for teachers and staff. **Strategy's Expected Result/Impact:** 100% of staff and teachers will be well trained in all through their beginning of year compliance modules. **Staff Responsible for Monitoring:** Admin, teachers and staff **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - Title I, Part A				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Banquete Elementary has limited resources in the area due to being a rural campus. **Root Cause**: Banquete Elementary is in a rural area of the Coastal Bend Area. We are approximately 30 miles from the nearest metroplex city, Corpus Christi.

Goal 5: Safe, supportive learning environment

Performance Objective 2: 95% of student discipline consequences will be handled in the classroom setting so students can continue to receive education from their classroom teacher

Evaluation Data Sources: Students will remain in the classroom at all times unless the discipline issue warrants suspension.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers and students will create classroom norms/expectations **Strategy's Expected Result/Impact:** discipline referrals will be less in 2023-2024 than in 2022-2023 **Staff Responsible for Monitoring:** teachers **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2 - Perceptions 1 **Funding Sources:** - Title I, Part A		65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide incentives for positive behavior such as "Bulldog Adventures" and the Principal's award. **Strategy's Expected Result/Impact:** Discipline referrals will be minimal. discipline referrals will be less in 2023-2024 than in 2022-2023 **Staff Responsible for Monitoring:** Admin, teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1		65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade scored below the region and state average in Reading and Math on the 2023 STAAR. **Root Cause**: Learning loss as a result of the COVID-19 pandemic have proven to show learning gaps in 3rd grade students in which are continuing to be recovered annually. The STAAR test was redesigned to include a variety of new types of questions which are different from those students are accustomed to.

Student Learning

Problem Statement 2: Banquete Elementary is projected to have scored an F on Academic Growth in Domain II for School Progress.

Perceptions

Problem Statement 1: Banquete Elementary has limited resources in the area due to being a rural campus. **Root Cause**: Banquete Elementary is in a rural area of the Coastal Bend Area. We are approximately 30 miles from the nearest metroplex city, Corpus Christi.

State Compensatory

Budget for Banquete Elementary School

Total SCE Funds: $108,165.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Intervention programs based on individual needs of students including tutoring, intervention during the school day, supplies, and various activities provided for students.

Personnel for Banquete Elementary School

Name	Position	FTE
Angie Martinez	Paraprofessional	1
Cindy Hinojosa	Paraprofessional	1
Hilda Serna	Paraprofessional	1
Rosie Estrada	Paraprofessional	1

Title I Personnel

Name	Position	Program	FTE
Audrey Bluntzer	Technology Aide	Technology	1
Marisa Sarate	Community Liaison	Parental Involvement	1
Rosalinda Garcia	Math Specialist	Math	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Julie Ramirez	Teacher
Non-classroom Professional	Emma Buitron	Reading Specialist
Non-classroom Professional	Rosalinda Garcia	Math Specialist
Classroom Teacher	Christal Flores	Teacher
Classroom Teacher	Roxanna Massey	Teacher
Administrator	Kevin Hermes	Assistant Principal
Administrator	Angelica Escobar	Principal
Classroom Teacher	Alicia Rios	Teacher
Business Representative	Staci Rachui	Teacher
Parent	Hermilo Pena III	Parent
Classroom Teacher	Belinda Aguilar	Teacher
Classroom Teacher	Maria Kerr	Teacher
Classroom Teacher	Rebecca Miller	Teacher

Campus Funding Summary

Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Math Specialist		$78,983.00
1	1	2	Paraprofessional positions		$72,410.00
1	3	1	Math Specialist		$78,983.00
1	3	2	Math Specialist		$78,983.00
2	1	1	Math Specialist		$78,983.00
2	3	1	Math Specialist		$78,983.00
2	3	2	Math Specialists		$78,983.00
4	1	1	Math Specialist		$78,983.00
4	1	2	Math specialist		$78,983.00
4	2	1	Community Liaison		$22,085.00
4	2	2	Community Liaison		$22,085.00
4	3	1	Community Liaison		$22,085.00
4	3	2	Community Liaison		$22,085.00
5	1	2			$0.00
5	1	3			$0.00
5	2	1			$0.00
				Sub-Total	$792,614.00