

**Fort Bend Independent School District**  
**Barrington Place Elementary**  
**2023-2024 Campus Improvement Plan**

# Mission Statement

Our mission at Barrington Place is simple, we are committed to make our student's academic foundation and their daily school experience great each and every day.

## Vision

District Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#). [En Español](#).

We focus on providing an environment and experiences that motivate and support our student's positive attitudes towards learning.

We set and maintain high expectations of our students, our teachers, and ourselves about teaching and learning.

We strive to provide consistent and improved communication between parents, teachers, and administrators.

## Core Beliefs

1. Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved...

A. ...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B. ...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C. ...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D. ...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	Count	Percent
Gender		
Female	<a href="#">186</a>	48.44%
Male	<a href="#">198</a>	51.56%
Ethnicity		
Hispanic-Latino	<a href="#">94</a>	24.48%
Race		
American Indian - Alaskan Native	<a href="#">5</a>	1.30%
Asian	<a href="#">170</a>	44.27%
Black - African American	<a href="#">65</a>	16.93%
Native Hawaiian - Pacific Islander	0	0.00%
White	<a href="#">42</a>	10.94%
Two-or-More	<a href="#">8</a>	2.08%
Student Programs (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	Count	Percent
Dyslexia	<a href="#">18</a>	4.69%
Gifted and Talented	<a href="#">12</a>	3.12%
Regional Day School Program for the Deaf	0	0.00%
Section 504	<a href="#">5</a>	1.30%
Special Education (SPED)	<a href="#">35</a>	9.11%
Bilingual/ESL		
Emergent Bilingual (EB)	<a href="#">163</a>	42.45%
Bilingual	0	0.00%
English as a Second Language (ESL)	<a href="#">156</a>	40.62%

<b>Student Programs (2022 - 2023 Fall PEIMS file loaded 01/22/2023)</b>	<b>Count</b>	<b>Percent</b>
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	<u>6</u>	1.56%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%
<b>Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/22/2023)</b>	<b>Count</b>	<b>Percent</b>
At-Risk	<u>258</u>	67.19%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	<u>1</u>	0.26%
Intervention Indicator	<u>24</u>	6.25%
Migrant	0	0.00%
Military Connected	<u>4</u>	1.04%
Transfer In Students	<u>3</u>	0.7813%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	<u>235</u>	61.20%
Free Meals	<u>217</u>	56.51%
Reduced-Price Meals	<u>18</u>	4.69%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

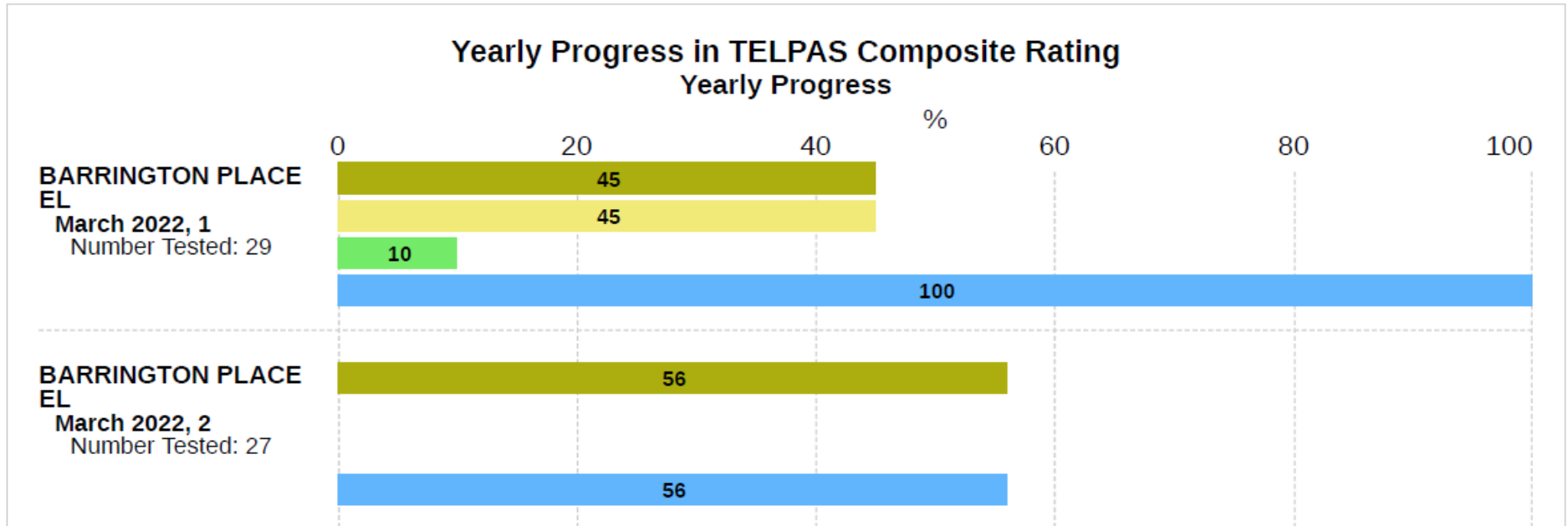
Special Education Services (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>3</u>	8.57%
Auditory impairment	0	0.00%
Visual impairment	<u>1</u>	2.86%
Deaf-Blind	0	0.00%
Intellectual disability	<u>2</u>	5.71%
Emotional disturbance	<u>1</u>	2.86%
Learning disability	<u>13</u>	37.14%
Speech impairment	<u>6</u>	17.14%
Autism	<u>9</u>	25.71%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	<u>7</u>	20.00%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>6</u>	17.14%
Resource Room	<u>19</u>	54.29%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>3</u>	8.57%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%
College and Career Readiness School Models (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	Count	Percent
Associate Degree	0	0.00%
Early College High School (ECHS)	0	0.00%

College and Career Readiness School Models (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	Count	Percent
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

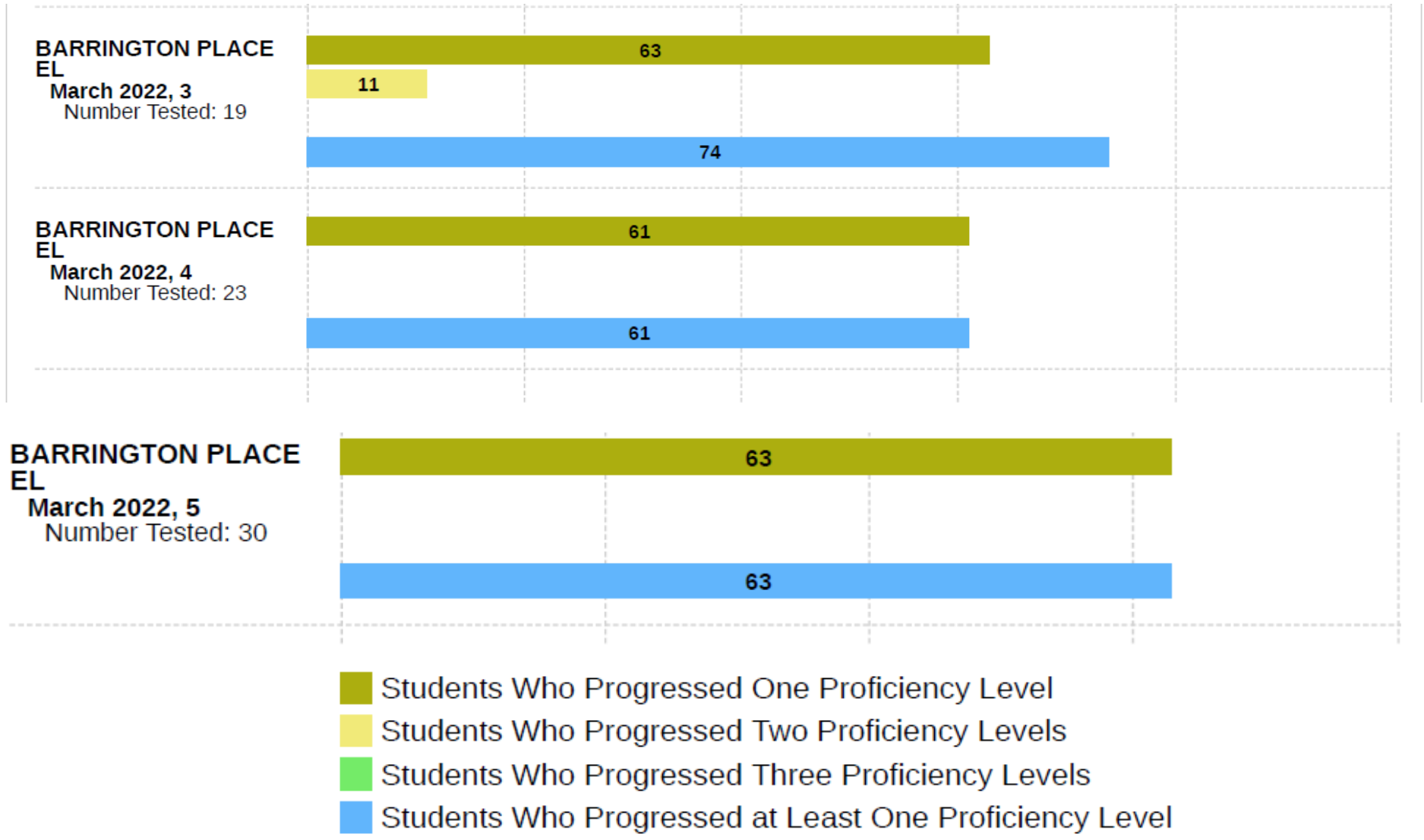
Staff Information (2022 - 2023 Fall PEIMS file loaded 01/22/2023)	Count	Percent
Administrative Support	<u>8</u>	20.51%
Teacher	<u>29</u>	74.36%
Educational Aide	<u>2</u>	5.13%
Auxiliar		

**Group Summary: Performance Levels: TELPAS, BARRINGTON PLACE EL**

Sort By: None ▼







**Demographics Strengths**

BPE's student population continues to be diverse with 44% Asian and 43% Emergent Bilingual. BPE's number of GT identified students has increased from 2.28% to 3.12%.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** By June of 2024, BPE will increase ELL student performance on Reading assessments through intentional planning in PLC meetings which focuses on teacher and peer clarity/feedback in appropriate formative assessments, feedback protocols, and an increase in rigor of instruction. **Root Cause:** BPE has a large ELL population K-5th. This specific group of students requires ESL trained teachers and a campus specialist offering in-class support and pull out instruction to assure that instructional needs are being addressed.

# Student Learning

## Student Learning Summary



### STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report Grade 3 Reading Language Arts

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

Report Date: A  
Date of Testing: S

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
Number	Percent	Did Not Meet				Approaches				1		2				
		#			%		#		%		Reading		Writing			
											Points Possible		Points Possible			
Legend											26		26			
--- = No Data Reported For Fewer Than Five Students											Avg. # of Points / % Achieved					
			#		%		#		%		#		%			
Students Tested	71	100	71	1462	18	23	55	77	37	52	15	21	16.2	62	11.3	43
Students Not Tested																
Absent	0	0														
Other	0	0														
Total Documents Submitted	71	100														
All Students			40	1417	10	25	30	75	16	40	3	8	15.1	58	9.2	35
Male			31	1520	6	19	25	81	21	68	12	39	17.6	68	14.0	54
Female			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			23	1417	7	30	16	70	12	52	2	9	15.5	60	9.0	34
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			28	1542	0	0	28	100	19	68	10	36	18.1	70	15.0	58
Black or African American			9	1360	5	56	4	44	2	22	1	11	12.8	49	7.1	27
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---
White			9	1404	4	44	5	56	3	33	1	11	14.3	55	9.0	35
Two or More Races			2	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged			44	1451	11	25	33	75	22	50	6	14	15.4	59	11.2	43
Yes			27	1481	5	19	22	81	15	56	9	33	17.4	67	11.4	44
No			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I Part A Participants			1	---	---	---	---	---	---	---	---	---	---	---	---	---



### STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report Grade 3 Mathematics

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																						
Number	Percent	Did Not Meet				Approaches				Meets				Masters				1		2		3		4			
		#			%		#		%		#		%		#		%		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		
																			10		15		7		5		
Legend																			Avg. # of Points / % Achieved								
--- = No Data Reported For Fewer Than Five Students			#		%		#		%		#		%		#		%		#		%		#		%		
Students Tested	71	100	71	1512	12	17	59	83	41	58	24	34	6.4	64	8.8	57	3.9	55	3.8	72							
Students Not Tested																											
Absent	0	0																									
Other	0	0																									
Total Documents Submitted	71	100																									
All Students			40	1506	8	20	32	80	24	60	11	28	6.4	64	8.3	55	4.0	56	3.6	72							
Male			31	1519	4	13	27	87	17	55	13	42	6.5	65	9.1	60	3.7	53	3.6	72							
Female			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Hispanic/Latino			23	1474	8	35	15	65	12	52	8	35	6.0	60	7.7	51	3.4	49	3.3	67							

American Indian or Alaska Native	U	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian	28	1587	0	0	28	100	20	71	14	50	7.6	76	10.5	70	4.4	63	3.8	76	
Black or African American	9	1425	3	33	6	67	4	44	0	0	4.8	48	5.9	39	3.7	52	3.7	73	
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White	9	1459	1	11	8	89	4	44	1	11	5.3	53	7.8	52	3.7	52	3.3	67	
Two or More Races	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	44	1508	7	16	37	84	26	59	15	34	6.5	65	8.4	56	3.9	56	3.6	71
	No	27	1517	5	19	22	81	15	56	9	33	6.3	63	8.9	59	3.7	53	3.8	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

### Summary Report Grade 4 Reading Language Arts

Report Date  
Date of Testing

Administration Summary		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category						
Number	Percent											1	2					
												Reading		Writing				
												Points Possible		Points Possible				
Students Tested	67	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	67	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students	67	1528	13	19	54	81	33	49	12	18	14.1	54	11.5	44				
Male	34	1549	5	15	29	85	19	56	8	18	14.8	57	12.5	48				
Female	33	1506	8	24	25	76	14	42	6	18	13.5	52	10.5	40				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Hispanic/Latino	19	1454	5	26	14	74	3	16	0	0	11.3	43	8.2	31				
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Asian	26	1585	2	8	24	92	18	69	8	31	16.2	62	14.1	54				
Black or African American	10	1493	4	40	6	60	5	50	1	10	13.9	53	9.5	37				
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---				
White	11	1532	2	18	9	82	6	55	2	18	13.8	53	12.3	47				
Two or More Races	1	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged	Yes	44	1487	11	25	33	75	14	32	3	7	12.6	49	9.6	37			
	No	23	1608	2	9	21	91	19	83	9	39	17.0	65	15.2	58			
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---				
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---				



District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

### STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report Grade 4 Mathematics

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

Administration Summary		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category						
Number	Percent											1	2	3	4			
												Numerical Representations and Relationships		Computations and Algebraic Relationships	Geometry and Measurement	Data Analysis and Personal Financial Literacy		
														Points Possible		Points Possible		
Students Tested	67	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	67	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students	67	1563	17	25	50	75	35	52	14	21	7.0	58	6.6	51	6.0	55	2.8	71
Male	34	1618	2	6	32	94	23	68	10	29	8.0	67	7.7	80	7.0	64	3.1	76
Female	33	1508	15	45	18	55	12	36	4	12	5.9	49	5.5	42	5.1	48	2.6	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	19	1491	7	37	12	63	6	32	2	11	5.9	50	4.8	37	5.0	45	2.5	62
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	26	1645	3	12	23	88	19	73	10	38	8.3	69	8.0	62	7.5	68	3.4	85
Black or African American	10	1511	3	30	7	70	4	40	1	10	5.9	49	7.2	55	4.5	41	2.2	55
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

White	11	1511	4	36	7	64	5	45	0	0	6.2	52	5.6	43	5.5	50	2.6	66		
Two or More Races	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes	44	1525	13	30	31	70	18	41	6	14	6.3	52	5.9	46	5.7	52	2.5	64	
	No	23	1637	4	17	19	83	17	74	8	35	8.3	69	8.0	61	6.7	61	3.4	85	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

### Grade 5 Reading Language Arts

Report Date  
Date of Testing

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Did Not Meet				Meets				1		2			
Number Percent					#		%		#		%		Reading		Writing			
Students Tested			67	100														
Students Not Tested																		
Absent			0	0														
Other			0	0														
Total Documents Submitted			67	100														
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			67	1618	8	12	59	88	41	61	18	27	17.5	67	15.0	58		
Male			27	1596	6	22	21	78	17	63	8	30	16.8	65	14.1	54		
Female			40	1634	2	5	38	95	24	60	10	25	17.9	69	15.6	60		
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			11	1546	3	27	8	73	3	27	1	9	16.3	63	10.6	41		
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			40	1648	3	8	37	93	29	73	16	40	18.0	69	16.6	64		
Black or African American			10	1584	1	10	9	90	5	50	1	10	16.8	65	13.4	52		
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	42	1581	8	19	34	81	20	48	6	14	16.3	63	13.3	51	
			No	25	1681	0	0	25	100	21	84	12	48	19.4	75	17.8	68	
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---



## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS Summary Report

District: 079-907 FORT BEND ISD  
Campus: 127 BARRINGTON PLAC

### Grade 5 Mathematics

Report Date: AUGUST 2023  
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Did Not Meet				Meets				1				2				
Number Percent					#		%		#		%		#		%		#		%		
Students Tested			67	100																	
Students Not Tested																					
Absent			0	0																	
Other			0	0																	
Total Documents Submitted			67	100																	
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
All Students			67	1659	8	12	59	88	37	55	12	18	5.7	63	11.7	58	4.4	49	2.7	69	
Male			27	1671	4	15	23	85	15	56	7	26	5.9	66	12.0	60	4.2	47	3.0	75	
Female			40	1651	4	10	36	90	22	56	5	13	5.5	61	11.5	57	4.5	50	2.6	64	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			11	1580	4	36	7	64	3	27	1	9	4.8	54	6.0	43	3.9	43	2.4	59	
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			40	1702	3	8	37	93	26	65	10	25	6.2	68	13.1	66	4.7	52	3.0	74	
Black or African American			10	1600	1	10	9	90	5	50	1	10	4.6	51	10.4	52	4.0	44	2.3	58	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	42	1618	8	19	34	81	18	43	6	14	5.2	57	10.5	53	3.9	43	2.6	64
			No	25	1727	0	0	25	100	19	76	6	24	6.6	73	13.7	68	5.2	58	3.0	76
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Title I, Part A	Participants	1	88	1001	7	11	59	89	37	56	12	18	5.7	84	11.8	59	4.4	49	2.8	69
	Nonparticipants																			

REN 360 Reading Overall

### BARRINGTON PLACE E S

Grade	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 40 PR			Below 40 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	51	51	100%	0	0%	-	-	-	-	-	-
Grade 1	46	12	26%	34	74%	24	71%	72	10	29%	11
Grade 2	57	3	5%	54	95%	27	50%	70	27	50%	16
Grade 3	65	0	0%	65	100%	37	57%	65	28	43%	20
Grade 4	68	2	3%	66	97%	44	67%	76	22	33%	16
Grade 5	70	0	0%	70	100%	35	50%	67	35	50%	15
<b>Summary</b>	<b>355</b>	<b>68</b>	<b>19%</b>	<b>287</b>	<b>81%</b>	<b>166</b>	<b>58%</b>	<b>70</b>	<b>121</b>	<b>42%</b>	<b>16</b>

Below PR may display dashes when the PR cannot be calculated for the Below Average column.

REN 360 Math Overall

### BARRINGTON PLACE E S

Grade	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 40 PR			Below 40 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
Grade K	51	51	100%	0	0%	-	-	-	-	-	-
Grade 1	46	0	0%	46	100%	37	80%	69	9	20%	22
Grade 2	57	1	2%	56	98%	40	71%	71	16	29%	21
Grade 3	65	0	0%	65	100%	43	66%	74	22	34%	22
Grade 4	68	2	3%	66	97%	57	86%	79	9	14%	24
Grade 5	70	1	1%	69	99%	53	77%	74	16	23%	20
<b>Summary</b>	<b>355</b>	<b>55</b>	<b>15%</b>	<b>300</b>	<b>85%</b>	<b>229</b>	<b>76%</b>	<b>74</b>	<b>71</b>	<b>24%</b>	<b>21</b>

## Student Learning Strengths

BPE had grade levels that reached above 80% on STAAR mathematics including 3rd grade 82% and 5th grade 88%. 5th grade STAAR reading was 87%. On Reading Ren 360, 1st grade had 71% at/above 40PR. On Math Ren 360, 1st grade had 80% at/above 40PR, 2nd grade had 71% at/above 40PR, 4th grade had 86% at/above 40PR, and 5th grade had 77% at/above 40PR.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** By June of 2024, the percentage of rigor as observed in CST/Campus Walkthroughs walks will increase to 85%. BPE teachers will facilitate an increase of student ownership of learning by successfully planning for specific feedback. BPE will utilize consistent and intentional planning in our weekly PLC meetings and professional development throughout the year. **Root Cause:** BPE CST data in the past reflected a decline in Rigor (from 87% in 19-20 to 72% in 20-21 school years), which will affect how engaged/successful our students will be in learning if not addressed. The CST data in 2022-23 was interrupted before being able to address this goal, so it will be continued.

**Problem Statement 2:** By June 2024, BPE will improve student readiness in literacy (specifically with the percentage of students scoring as "secure" {green} in reading comprehension) to 80% as measured through EOY Reading Ren 360 assessment results 3-5. To address this, we will not only utilize effective PLCs to strengthen planning (a focus on clarity and feedback), we will also focus on strengthening SST meetings. **Root Cause:** After reviewing our 3rd-5th grade data for EOY 2023, it is evident that percentage of students in each grade level scoring as "secure" hovered in the 60-70% range.

**Problem Statement 3:** By June 2024, BPE will meet or exceed the B rating in regards to STAAR scores. **Root Cause:** We will continue to address students not meeting the passing rate with 4545 interventions and small group instruction effectively planned using our PLC and SST meetings to identify struggling students early and intervene.

# School Processes & Programs

## School Processes & Programs Summary

Campus attendance

### ← Campus : Barrington Place EL

Fall Dashboard	Summer Dashboard
Attendance & Discipline	STAAR 3-8

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
22-23	Sixth six weeks	94.3%		80%	623	↓
22-23	Fifth six weeks	94.7%		80%	635	↑
22-23	Fourth six weeks	94.8%		80%	589	↓
22-23	Third six weeks	93.3%		80%	722	↓
22-23	Second six weeks	93%		80%	761	↑
22-23	First six weeks	95.1%		80%	506	↓

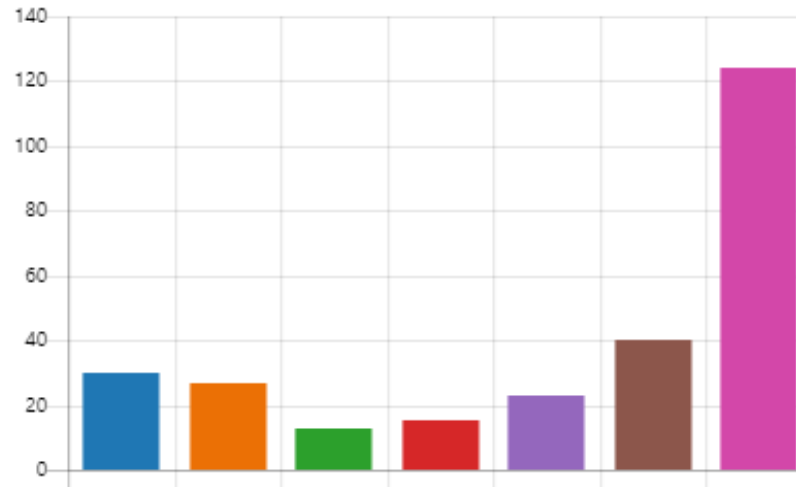
BPE's student needs assessment survey

16. I am currently experiencing the following (check any that apply). If all is okay, check "None of the above."

Actualmente estoy experimentando lo siguiente (marque cualquiera que corresponda). Si todo está bien, marque "Ninguna de las anteriores".



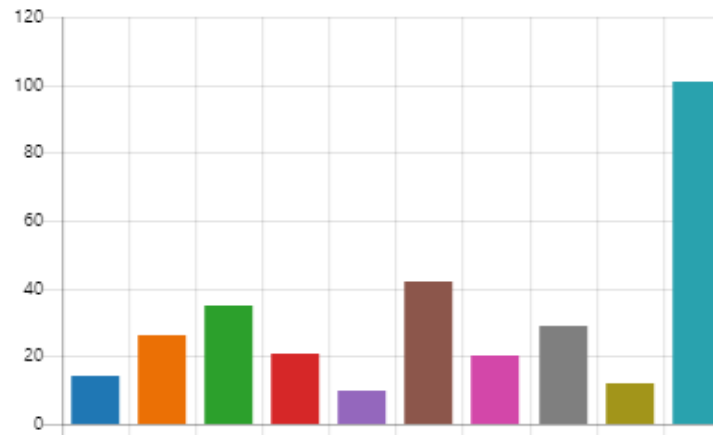
● Feeling really sad a lot / sintie...	30
● Being teased / Sentirme muy ...	27
● Feeling scared to come to sch...	13
● Not having any friends/lonely ...	15
● Feeling angry a lot / sentirme ...	23
● Feeling left out / sentirme excl...	40
● None of the above / Ninguna ...	124



17. If you need help with any of the topics below, please check the box(s). If you don't need help, check "No help needed at this time."

Si necesita ayuda con alguno de los temas a continuación, marque la (s) casilla (s). Si no necesita ayuda, marque "No se necesita ayuda en este momento."

● Self Esteem / Auto estima	14
● Time Management/Organizati...	26
● Fitting in/Making Friends / En...	35
● School Safety / Seguro en la e...	21
● Social Media / Redes Sociales	10
● Study Skills / Habilidades de e...	42
● Peer Pressure / Presión de los ...	20
● Problem Solving / Resolver pr...	29
● Bullying / Acoso escolar	12



### School Processes & Programs Strengths

Attendance rate is key to student success. We would like to see an improvement in our daily attendance rate for the 2023-24 school year. BPE students know what it takes to be a good student and feel that their teachers care about them. They have an adult in their life that they can talk with about problems.

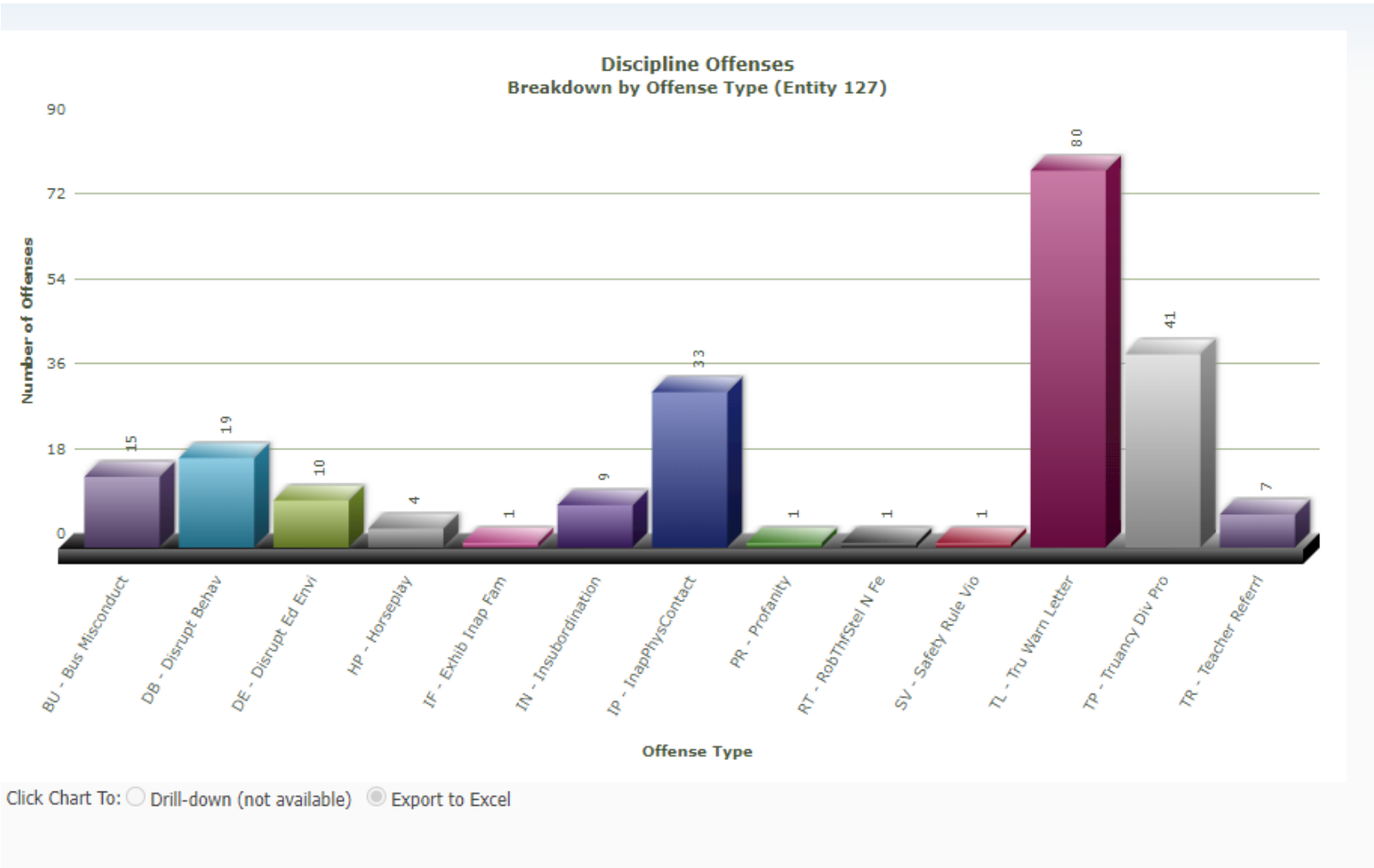
### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** By June of 2024, BPE will utilize the PLC process to coach teachers in creating a culture of belonging and make trauma informed decisions to best support our students and their families to assure that our attendance rates climb, thus a higher rate of student success and engagement **Root Cause:** BPE's Attendance Rate has improved over three school years (ending in the 19-20 school year), however, we know that attendance dropped in the 20-21 school year due to pandemic learning. The attendance rate continued to be lower than we would like. Attendance rate 2021-22 - 93.57% 2022-23- 94.83%

# Perceptions

## Perceptions Summary

Discipline data for 2022-23



## Perceptions Strengths

Having systems in place, such as PBIS to promote positive behavior also helps with academic success. A breakdown of discipline offenses shows that BPE's disruptive behavior has gone down significantly from 57 in 2021-22 to 19 in 2022-23. Having students attend regularly also helps academics and behavior. Truancy diversion programs being assigned has decreased from 55 in 2021-22 to 41 in 2022-23.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Increase in Parent Involvement and Awareness of District/Campus Initiatives - We know that more informed parents create and foster more cohesive home to school connections. We will work with PTA, teachers, staff, and parents to incorporate more meetings, parent trainings, information sessions, and student recognition ceremonies tied to PoG to help parents make connections. **Root Cause:** We need to increase community involvement with the Barrington Place community after changes in location.

**Problem Statement 2:** By June of 2024, BPE will consider student disposition, culture of belonging, and profile of a graduate within PLCs when planning instruction. We will work with ILT to help make connections to all areas, behavioral and academic. **Root Cause:** Comfort level in implementation and knowledge of campus/district initiative especially when welcoming students back to this school year with a change in location.

# Priority Problem Statements

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By June 2024, BPE will close gaps in performance among student groups in reading and math as demonstrated by multiple sources of evidence through focusing on PLC practices and protocols.

**HB3 Goal**

**Indicators of Success:** Formative Assessment

Increase in student performance (showing growth) from BOY to MOY at or above benchmark performance Ren360 for literacy (specifically in comprehension) and math (specifically in numeracy)

Increase the use of PLC Feedback planning protocols for Tier I instruction in PLC's from BOY to MOY

Summative Assessment




Increase the use of PLC Feedback planning protocols for Tier I instruction in PLC's from BOY to EOY








Increase in student performance (growth) in meeting STAAR Progress in Reading and Math 3rd-5th

Increase in student performance (growth) in meeting TxKea, BAS, PreK Circle/Engage Assessment (PreK-2)

Increase in student performance (showing growth) from BOY to EOY at or above benchmark performance Ren360 for literacy (specifically in comprehension) and math (specifically in numeracy)

1) the goal of 80% of K-2 students will show a year's worth of growth per the Ren 360 testing from EOY Reading and Math testing to EOY testing. 2) STAAR results will show growth in Reading and Math in order to raise the overall campus rating from a B to an A. 4th graders will increase the % of reaching approaches/masters from 83% to 90% in Reading and 82% to 90% in Math. 5th graders will increase the % of reaching approaches/masters from 85% to 90% in reading and 80% to 90% in Math.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize PLC process to analyze student work to determine areas of strengths and weakness to guide instruction and assist teachers in creating appropriate and effective small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance in Reading and Math, specifically with skill identified and focused small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administration, LIT, Math Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize SST process to identify students who are struggling in Tier 1 instruction early by analyzing assessment and classroom data to plan for intervention and tutorials for at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> By identifying students early and creating plans for instruction to strengthen skills, student performance in Reading and Math will increase.</p> <p><b>Staff Responsible for Monitoring:</b> SST Team, Teachers, Administration, Specialists</p> <p><b>Funding Sources:</b> Pay for Tutorials - 199 General Fund SCE - \$4,233</p>	Formative			Summative
	Oct	Dec	Feb	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:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 2:** By June 2024 - All GT Identified students will show growth in their GT Learning plan in place to monitor academic/behavioral growth- parents, teachers, and students will create an academic/social goal that will be monitored throughout the school year. As part of the planning process, teachers will discuss and develop learning strategies to support our Gifted and Talented Students.

**Indicators of Success:** By September of 2023 - GT Teachers will meet with 100% of GT students and record GT learning plan goals into Skyward.

By June 2024- 100% of GT students will report the growth on their goals. Teachers will also meet regularly from September-May with students and parent to keep informed of student progress.








Evaluation Data Sources:

RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Summative Evaluation:

GT Teachers will meet with all GT students to review EPY progress on goals by mid-May.

ALL GT students will complete the GT project this school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> GT Teachers will meet with 100% of GT students and record GT learning plan goals into Skyward by end of September. RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Evaluation Data Sources:</p> <p>RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.</p> <p>Summative Evaluation: GT Teachers will meet with all GT students to review EPY progress on goals by mid-May. ALL GT students will complete the GT project this school year.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By June of 2024, BPE will increase the implementation of student ownership of learning practices by focusing on PLC protocols as demonstrated by various forms of evidence.

**Indicators of Success:** Formative








CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to MOY Data

Improve PLC system for campus leadership team walkthroughs and coaching in classrooms in between CST visits to monitor teacher use of CST feedback - show increase in number of informal classroom walkthroughs from BOY to MOY.

Summative

CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to EOY Data

Improve PLC system for campus leadership team walkthroughs and coaching in classrooms in between CST visits to monitor teacher use of CST feedback - show increase in number of informal classroom walkthroughs from BOY to EOY.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize observation data and feedback from CST walks in PLCs and team meetings/professional development to identify effective ways for students to take ownership of learning, specifically with teacher to student and student to student feedback opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of student ownership and participation in class/feedback will result in increase in performance in Reading and Math.</p> <p><b>Staff Responsible for Monitoring:</b> PLC Facilitators, Specialists, CST Team, Administration, Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 2:** By June 2024, BPE will improve student social emotional learning through implementation of behavior framework through PBIS evidenced by frequency of practice.

**Indicators of Success:** Formative Evidence

Increase in use of co-created respect agreements to support positive and respectful peer and teacher interactions, increase in use of structures and/or tools to facilitate collaboration opportunities for students, etc.)

Summative evidence

Increase in use of PBIS components of school wide expectations, behavior flow chart, classroom expectations, teacher and reinforce expectations, and PBIS team monitoring and data analysis.

Indicators of Success:

Increasing the implementation of school wide expectations for student behavior and common areas, respect agreements, restorative practices, and social emotional character traits measured through frequency of character lessons, informal walkthroughs of common areas, and staff/student survey results.

Strategy 1

Integration of PBIS strategies will continue to be planned for in PLC's and implemented to help students understand campus expectations for behavior and student academic success.

Strategy's Expected Result/Impact

Strategy's Expected Result/Impact

Decreased discipline referrals to less than 25% and increased observations of good classroom management practices

Staff Responsible for Monitoring

Administrators and PBIS Committee

Strategy 2




Students will model Profile of a Graduate Attributes and learner dispositions by adhering to campus guidelines of success.

Strategy's Expected Result/Impact

Increased student efficacy of behavior and movement on the Student Ownership of Learning Progression of Practice

Staff Responsible for Monitoring

Administrators and Counselors

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In August, September, January, and February all faculty and staff will engage in professional development to align expectations for classroom and schoolwide behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS will be implemented focusing on positive interventions and student ownership of behavior, therefore reducing the number of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BPE's 3-5 counselor will utilize core essentials curriculum to deliver lessons to teachers monthly on character traits and recognize a student from each homeroom monthly to reinforce a positive school culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognizing students monthly for exhibiting character traits will promote student ownership of behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> BPE PBIS Committee will meet monthly to review discipline data and monitor implementation of our PBIS school wide reward system for following campus expectations for all areas of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Review and analyzing discipline data will allow concerns with behavior to be addressed, therefore decreasing discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselor, Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Performance Objective 1:** By June 2024, BPE will increase social emotional learning for students and staff by focusing on staff and student mental wellness and development of student ownership of behavior practices as demonstrated by multiple sources of evidence.








**Indicators of Success:** Formative

Increasing the frequency of PD each month to train teachers and staff in SEL strategies

Increase the frequency of SEL protocols using in PLC and dedicated monthly faculty meeting (PLC and FM agendas)

Summative

Increased number of students and staff who report a positive school environment and culture of belonging via feedback on EOY SEL survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PBIS monthly meetings and Wellness Wednesdays will be dedicated to Mental and Physical Health and Wellness training as well as student behavior data review to support students and BPE staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will be prepared to address social emotional needs of students, resulting in a more successful learning environment where students take ownership of behavior and have resources for support if needed.</p> <p><b>Staff Responsible for Monitoring:</b> BPE Staff, Administration, Counselor, Nurse</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

# State Compensatory

## Budget for Barrington Place Elementary

**Total SCE Funds:** \$4,233.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Our campus SCE funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. For BPE, SCE funds are used to pay for supplemental pay for staff conducting morning tutorials as well as the purchase of materials and software to practice online test taking for STAAR. We offer accelerated instruction and intervention in math and/or literacy to identified students in intervention classes designed to intervene directly with identified students in math and literacy.

# Campus Funding Summary

199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Pay for Tutorials		\$4,233.00
<b>Sub-Total</b>					<b>\$4,233.00</b>