

Fort Bend Independent School District

Barrington Place Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Barrington Place Elementary staff, students, and parents 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 (2023 - 2024 Summer PEIMS file loaded 07/12/2024)	Count	Percent
Gender		
Female	172	46.61%
Male	197	53.39%
Ethnicity		
Hispanic-Latino	104	28.18%
Race		
American Indian - Alaskan Native	2	0.54%
Asian	140	37.94%
Black - African American	63	17.07%
Native Hawaiian - Pacific Islander	0	0.00%
White	52	14.09%
Two-or-More	8	2.17%

Student Programs (2023 - 2024 Summer PEIMS file loaded 07/12/2024)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	13	3.52%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	8	2.17%
Special Education (SPED)	62	16.80%
Bilingual/ESL		
Emergent Bilingual (EB)	163	44.17%
Standard or Alternative Bilingual/ESL	162	43.90%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	29	7.86%
Dyslexia Risk Code	99	26.83%
Dyslexia Services Code	29	7.86%

Student Programs (2023 - 2024 Summer PEIMS file loaded 07/12/2024)	Count	Percent
Title 1 Part A		
Schoolwide Program	2	0.54%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	4	1.08%
Neglected	0	0.00%

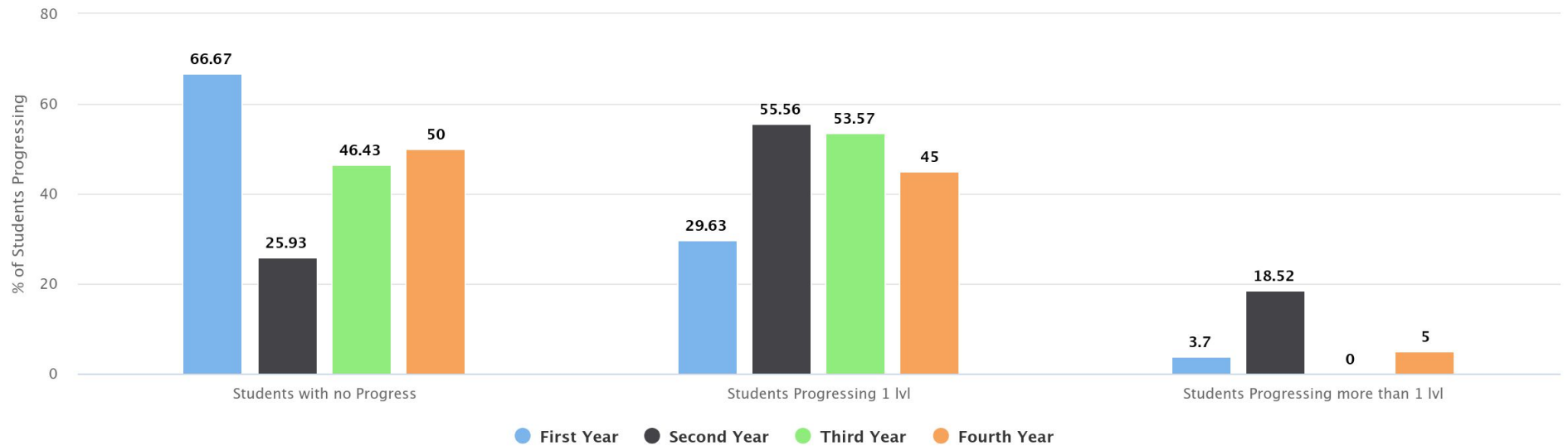
Special Education Services (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	4	7.27%
Auditory impairment	0	0.00%
Visual impairment	1	1.82%
Deaf-Blind	0	0.00%
Intellectual disability	2	3.64%
Emotional disturbance	1	1.82%
Learning disability	20	36.36%
Speech impairment	12	21.82%
Autism	14	25.45%
Developmental delay	0	0.00%
Traumatic brain injury	1	1.82%
Non-categorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	9	16.36%
Homebound	1	1.82%
Hospital Class	0	0.00%
Mainstream	18	32.73%
Resource Room	26	47.27%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	1	1.82%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Staff Information (2023 - 2024 Fall PEIMS file loaded 01/21/2024)	Count	Percent
Administrative Support	7	16.28%
Teacher	33	76.74%
Educational Aide	3	6.98%
Auxiliary	0	0.00%

TELPAS Composite Rating by Progress - Students in U.S. Schools Multiple Years for Barrington Place EL for 2023 - 2024

Years in U.S. Schools	Total Students	Students with no Progress		#
		#	% Total	
First Year	27	18	66.67%	
Second Year	27	7	25.93%	
Third Year	28	13	46.43%	
Fourth Year	20	10	50.00%	

TELPAS Composite Rating by Progress – Students in U.S. Schools Multiple Years for Barrington Place EL for 2023 – 2024



Demographics Strengths

BPE's student population continues to be diverse with 28.73% Hispanic-Latino, 39.15% Asian, and 43.66% Emergent Bilingual. BPE's number of GT-identified students has increased from 3.12% to 3.52%

Problem Statements Identifying Demographics Needs

Problem Statement 1: By June of 2025, 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 PK-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: JULY 2024
 Date of Testing: SPRING 2024

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
					1						2						
Number		Percent			Reading						Writing						
Legend					Avg. # of Points / % Achieved												
--- = No Data Reported For Fewer Than Five Students				#	%	#	%	#	%	#	%	#	%	#	%		
All Students			66	1460	15	23	51	77	36	55	6	9	14.6	56	12.3	47	
Male			33	1484	7	21	26	79	21	64	5	15	15.3	59	13.3	51	
Female			33	1436	8	24	25	76	15	45	1	3	13.9	53	11.2	43	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			12	1469	2	17	10	83	6	50	1	8	14.8	57	12.5	48	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			30	1486	4	13	26	87	19	63	4	13	15.5	60	13.4	52	
Black or African American			14	1413	5	36	9	64	6	43	0	0	13.4	52	10.1	39	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			6	1519	0	0	6	100	5	83	1	17	16.7	64	14.8	57	
Two or More Races			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			42	1454	9	21	33	79	21	50	4	10	14.8	57	11.7	45	
No			23	1481	5	22	18	78	15	65	2	9	14.6	56	13.7	53	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants			64	1468	13	20	51	80	36	56	6	9	14.9	57	12.5	48	
Nonparticipants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes			64	1465	13	20	51	80	36	56	6	9	14.8	57	12.5	48	
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner			30	1436	8	27	22	73	15	50	2	7	13.6	52	11.7	45	
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner			34	1473	6	18	28	82	20	59	3	9	15.3	59	12.6	48	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Participants			64	1465	13	20	51	80	36	56	6	9	14.8	57	12.5	48	
Nonparticipants			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			27	1444	6	22	21	78	14	52	1	4	13.9	53	11.9	46	
Nonparticipants			37	1480	7	19	30	81	22	59	5	14	15.5	59	12.9	49	
No Information Provided			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			7	1374	4	57	3	43	2	29	0	0	10.4	40	9.9	38	
Yes			57	1477	9	16	48	84	34	60	6	11	15.3	59	12.8	49	
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504			3	---	---	---	---	---	---	---	---	---	---	---	---	---	
Yes			61	1461	13	21	48	79	33	54	5	8	14.6	56	12.4	48	
No			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented			5	1634	0	0	5	100	5	100	3	60	20.0	77	19.2	74	
Participants			60	1449	14	23	46	77	31	52	3	5	14.3	55	11.8	45	
Nonparticipants			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk			45	1424	14	31	31	69	21	47	2	4	13.3	51	11.0	42	
Yes			20	1551	0	0	20	100	15	75	4	20	18.0	69	15.5	59	
No			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	

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

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

Report Date: JULY 2024
 Date of Testing: SPRING 2024

Administration Summary				Number of Students Tested	Average Scale Score	Results for Each Reporting Category																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Summary Report
Grade 4 Reading Language Arts

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

Report Date: JULY 2024
 Date of Testing: SPRING 2024

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
					1					2							
Number		Percent			Reading					Writing							
Students Tested					70	100											
Students Not Tested																	
Absent		0			0												
Other		0			0												
Total Documents Submitted		70			100												
Legend			Number of Points Possible														
--- = No Data Reported For Fewer Than Five Students			26														
			Avg. # of Points / % Achieved														
			#	%	#	%	#	%	#	%	#	%	#	%			
All Students			70	1593	9	13	61	87	40	57	25	36	16.5	63	13.7	53	
Male			37	1556	6	16	31	84	18	49	9	24	15.5	60	11.9	46	
Female			33	1634	3	9	30	91	22	67	16	48	17.5	67	15.7	60	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			24	1546	5	21	19	79	12	50	6	25	15.0	58	12.0	46	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			23	1696	0	0	23	100	20	87	14	61	19.2	74	18.2	70	
Black or African American			10	1530	1	10	9	90	3	30	2	20	15.2	58	10.0	38	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			10	1526	3	30	7	70	3	30	2	20	14.5	56	10.8	42	
Two or More Races			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	45	1588	6	13	39	87	27	60	15	33	16.2	62	13.7	53
			No	25	1601	3	12	22	88	13	52	10	40	16.8	65	13.6	52
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	67	1600	8	12	59	88	40	60	25	37	16.7	64	14.0	54
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	69	1594	9	13	60	87	40	58	25	36	16.5	64	13.7	53
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner			29	1640	3	10	26	90	21	72	16	55	17.6	68	16.2	62	
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			40	1558	6	15	34	85	18	45	9	23	15.5	60	11.9	46	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	69	1594	9	13	60	87	40	58	25	36	16.5	64	13.7	53
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	26	1659	3	12	23	88	21	81	16	62	18.3	70	17.1	66
			Nonparticipants	43	1555	6	14	37	86	19	44	9	21	15.5	59	11.7	45
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	9	1396	6	67	3	33	1	11	0	0	9.7	37	6.2	24
			No	60	1624	3	5	57	95	39	65	25	42	17.6	68	14.9	57
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	69	1594	9	13	60	87	40	58	25	36	16.5	64	13.7	53
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	6	1798	0	0	6	100	6	100	6	100	21.5	83	22.5	87
			Nonparticipants	64	1574	9	14	55	86	34	53	19	30	16.0	61	12.9	50
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	51	1573	8	16	43	84	26	51	17	33	15.7	60	13.0	50
			No	19	1645	1	5	18	95	14	74	8	42	18.4	71	15.6	60
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---

24070201RLA0400



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report Grade 4 Mathematics

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

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary				Number of Students Tested	Average Scale Score	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											
			Did Not Meet			Approaches		Meets		Masters													
												Number of Points Possible											
												11	12		12		5						
												Avg. # of Points / % Achieved											
												#	%	#	%	#	%	#	%				
--- = No Data Reported For Fewer Than Five Students						68	1611	16	24	52	76	39	57	20	29	6.8	62	6.6	55	7.4	62	3.5	70
All Students						35	1605	11	31	24	69	20	57	10	29	6.9	63	6.4	54	7.2	60	3.3	66
Male				33	1618	5	15	28	85	19	58	10	30	6.6	60	6.7	56	7.6	63	3.7	75		
Female				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided				23	1565	7	30	16	70	13	57	6	26	6.4	58	5.8	48	6.9	57	3.2	64		
Hispanic/Latino				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
American Indian or Alaska Native				23	1735	1	4	22	96	19	83	12	52	8.3	75	8.7	73	9.1	76	4.0	81		
Asian				9	1497	4	44	5	56	2	22	1	11	5.4	49	4.6	38	5.4	45	2.8	56		
Black or African American				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Native Hawaiian or Other Pacific Islander				10	1541	3	30	7	70	4	40	0	0	5.4	49	5.7	48	6.4	53	3.6	72		
White				2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Two or More Races				1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided				43	1617	9	21	34	79	23	53	15	35	7.0	63	6.7	56	7.4	61	3.6	71		
Economically Disadvantaged				25	1602	7	28	18	72	16	64	5	20	6.5	59	6.4	53	7.4	62	3.4	68		
Yes				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided				3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A				65	1620	14	22	51	78	39	60	20	31	6.9	63	6.8	56	7.5	63	3.5	71		
Participants				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Nonparticipants				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant				67	1614	15	22	52	78	39	58	20	30	6.8	62	6.6	55	7.4	62	3.5	70		
Yes				1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided				29	1655	6	21	23	79	19	66	11	38	7.1	65	7.3	61	8.1	68	3.7	73		
Identified as Emergent Bilingual/English Learner				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 1st Year, reclassified from EB/EL				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 2nd Year, reclassified from EB/EL				1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year, reclassified from EB/EL				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year, reclassified from EB/EL				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB/EL (Post Monitoring)				38	1581	10	26	28	74	20	53	9	24	6.6	60	5.9	49	6.9	58	3.4	68		
Non-Emergent Bilingual/Non-English Learner				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual				67	1614	15	22	52	78	39	58	20	30	6.8	62	6.6	55	7.4	62	3.5	70		
Participants				1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Nonparticipants				26	1680	4	15	22	85	19	73	11	42	7.6	69	7.8	65	8.4	70	3.8	76		
No Information Provided				41	1572	11	27	30	73	20	49	9	22	6.4	58	5.9	49	6.8	57	3.3	67		
ESL				8	1472	4	50	4	50	2	25	0	0	4.9	44	4.0	33	5.1	43	2.8	55		
Special Education				59	1633	11	19	48	81	37	63	20	34	7.1	65	7.0	58	7.7	65	3.6	73		
Yes				1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided				6	1892	0	0	6	100	6	100	5	83	9.5	86	11.0	92	10.8	90	4.7	93		
Section 504				62	1584	16	26	46	74	33	53	15	24	6.5	59	6.1	51	7.0	59	3.4	68		
Yes				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No				49	1595	15	31	34	69	26	53	12	24	6.5	59	6.1	51	7.3	61	3.4	68		
Gifted/Talented				19	1653	1	5	18	95	13	68	8	42	7.6	69	7.9	66	7.6	64	3.8	76		
Yes				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No				0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided																							



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

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

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
Number		Percent			1				2								
Students Tested		66			99	Reading				Writing							
Students Not Tested																	
Absent		1			1												
Other		0			0												
Total Documents Submitted		67			100												
Legend			Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Number of Points Possible								
--- = No Data Reported For Fewer Than Five Students									26		26						
			#	%	#	%	#	%	#	%	Avg. # of Points / % Achieved						
											#	%	#	%			
All Students			66	1600	14	21	52	79	39	59	18	27	15.2	58	13.5	52	
Male			34	1618	6	18	28	82	22	65	10	29	15.6	60	14.1	54	
Female			32	1582	8	25	24	75	17	53	8	25	14.7	56	12.9	50	
No Information Provided			0														
Hispanic/Latino			18	1533	5	28	13	72	7	39	0	0	12.6	49	10.8	41	
American Indian or Alaska Native			0														
Asian			26	1665	2	8	24	92	22	85	11	42	17.6	68	15.8	61	
Black or African American			10	1519	5	50	5	50	3	30	2	20	12.3	47	10.8	42	
Native Hawaiian or Other Pacific Islander			0														
White			11	1618	2	18	9	82	6	55	4	36	15.6	60	14.5	56	
Two or More Races			1														
No Information Provided			0														
Economically Disadvantaged			Yes	49	1571	13	27	36	73	24	49	8	16	14.0	54	12.3	47
			No	17	1685	1	6	16	94	15	88	10	59	18.4	71	16.9	65
No Information Provided			0														
Title I, Part A			Participants	0													
			Nonparticipants	66	1600	14	21	52	79	39	59	18	27	15.2	58	13.5	52
No Information Provided			0														
Migrant			Yes	0													
			No	66	1600	14	21	52	79	39	59	18	27	15.2	58	13.5	52
No Information Provided			0														
Identified as Emergent Bilingual/English Learner			28	1629	4	14	24	86	22	79	9	32	15.9	61	15.0	58	
Monitored 1st Year, reclassified from EB/EL			0														
Monitored 2nd Year, reclassified from EB/EL			2														
Monitored 3rd Year, reclassified from EB/EL			0														
Monitored 4th Year, reclassified from EB/EL			0														
Former EB/EL (Post Monitoring)			0														
Non-Emergent Bilingual/Non-English Learner			36	1578	10	28	26	72	16	44	9	25	14.6	56	12.4	48	
No Information Provided			0														
Bilingual			Participants	0													
			Nonparticipants	66	1600	14	21	52	79	39	59	18	27	15.2	58	13.5	52
No Information Provided			0														
ESL			Participants	27	1627	4	15	23	85	21	78	9	33	15.9	61	14.8	57
			Nonparticipants	39	1582	10	26	29	74	18	46	9	23	14.6	56	12.6	49
No Information Provided			0														
Special Education			Yes	14	1459	9	64	5	36	2	14	0	0	11.1	43	7.4	28
			No	52	1638	5	10	47	90	37	71	18	35	16.3	63	15.2	58
No Information Provided			0														
Section 504			Yes	3													
			No	63	1610	11	17	52	83	39	62	18	29	15.4	59	13.9	53
No Information Provided			0														
Gifted/Talented			Participants	2													
			Nonparticipants	64	1596	14	22	50	78	37	58	16	25	15.0	58	13.3	51
No Information Provided			0														
At-Risk			Yes	37	1580	10	27	27	73	22	59	9	24	14.5	56	12.8	49
			No	29	1627	4	14	25	86	17	59	9	31	16.1	62	14.4	55
No Information Provided			0														

24070201RLA0500



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report Grade 5 Mathematics

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

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category												
									1		2		3		4						
Number Percent		Numerical Representations and Relationships							Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy								
Number of Points Possible																					
7		20							10		5										
Avg. # of Points / % Achieved																					
		#							%	#	%	#	%	#	%	#	%	#	%	#	%
All Students			67	1621	19	28	48	72	31	46	12	18	3.8	54	10.5	52	5.0	50	3.1	63	
Male			34	1651	8	24	26	76	19	56	7	21	4.1	59	11.6	58	5.2	52	3.3	65	
Female			33	1591	11	33	22	67	12	36	5	15	3.4	48	9.4	47	4.8	48	3.0	60	
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	
Hispanic/Latino			18	1526	8	44	10	56	3	17	0	0	2.8	40	7.6	38	4.1	41	2.3	46	
American Indian or Alaska Native			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	
Asian			27	1712	2	7	25	93	19	70	8	30	4.9	70	13.1	65	6.2	62	3.8	76	
Black or African American			10	1558	5	50	5	50	4	40	1	10	2.8	40	8.8	44	3.8	38	3.1	62	
Native Hawaiian or Other Pacific Islander			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	
White			11	1575	4	36	7	64	4	36	2	18	3.1	44	9.7	49	4.2	42	2.8	56	
Two or More Races			1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	
Economically Disadvantaged			Yes	50	1577	18	36	32	64	18	36	6	12	3.3	48	9.2	46	4.4	44	2.8	57
			No	17	1752	1	6	16	94	13	76	6	35	5.0	71	14.2	71	6.7	67	4.0	80
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Title I, Part A			Participants	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
			Nonparticipants	67	1621	19	28	48	72	31	46	12	18	3.8	54	10.5	52	5.0	50	3.1	63
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Migrant			Yes	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
			No	67	1621	19	28	48	72	31	46	12	18	3.8	54	10.5	52	5.0	50	3.1	63
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Identified as Emergent Bilingual/English Learner			29	1650	5	17	24	83	14	48	7	24	4.4	63	11.1	55	5.6	56	3.0	60	
Monitored 1st Year, reclassified from EB/EL			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Monitored 2nd Year, reclassified from EB/EL			2	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Monitored 3rd Year, reclassified from EB/EL			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Monitored 4th Year, reclassified from EB/EL			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Former EB/EL (Post Monitoring)			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Non-Emergent Bilingual/Non-English Learner			36	1597	14	39	22	61	16	44	5	14	3.3	47	9.9	50	4.5	45	3.2	64	
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Bilingual			Participants	0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
			Nonparticipants	67	1621	19	28	48	72	31	46	12	18	3.8	54	10.5	52	5.0	50	3.1	63
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
ESL			Participants	28	1654	5	18	23	82	14	50	7	25	4.4	63	11.2	56	5.6	56	3.0	61
			Nonparticipants	39	1598	14	36	25	64	17	44	5	13	3.3	47	10.0	50	4.5	45	3.2	64
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Special Education			Yes	14	1492	10	71	4	29	3	21	1	7	2.4	35	6.7	34	3.0	30	2.4	47
			No	53	1655	9	17	44	83	28	53	11	21	4.1	59	11.5	57	5.5	55	3.3	67
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Section 504			Yes	3	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
			No	64	1633	16	25	48	75	31	48	12	19	3.9	55	10.8	54	5.2	52	3.2	64
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Gifted/Talented			Participants	2	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
			Nonparticipants	65	1611	19	29	46	71	29	45	10	15	3.7	53	10.2	51	4.9	49	3.1	62
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
At-Risk			Yes	38	1601	13	34	25	66	15	39	7	18	3.8	54	9.7	49	4.8	48	2.8	56
			No	29	1648	6	21	23	79	16	55	5	17	3.7	53	11.5	58	5.3	53	3.6	71
No Information Provided			0	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

24070201MA0500



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report Grade 5 Science

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

Report Date: JULY 2024
Date of Testing: SPRING 2024

Administration Summary				Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
Number		Percent	1				2				3				4						
Students Tested		67	100			Matter and Energy				Force, Motion, and Energy				Earth and Space				Organisms and Environments			
Students Not Tested																					
Absent		0	0																		
Other		0	0																		
Total Documents Submitted		67	100																		
Legend				5				13				12									
--- = No Data Reported For Fewer Than Five Students				Avg. # of Points / % Achieved																	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%				
All Students				67	3695	25	37	42	63	17	25	4	6	3.0	59	3.7	41	6.4	49	6.7	55
Male				34	3829	7	21	27	79	12	35	2	6	3.2	64	4.0	44	6.9	53	7.6	64
Female				33	3557	18	55	15	45	5	15	2	6	2.7	55	3.4	38	5.9	45	5.6	47
No Information Provided				0																	
Hispanic/Latino				18	3503	9	50	9	50	1	6	0	0	2.7	53	3.1	35	4.9	38	6.2	52
American Indian or Alaska Native				0																	
Asian				27	3858	5	19	22	81	8	30	2	7	3.5	70	4.0	44	7.1	54	7.4	62
Black or African American				10	3420	6	60	4	40	3	30	0	0	2.4	48	3.5	39	6.0	46	4.2	35
Native Hawaiian or Other Pacific Islander				0																	
White				11	3798	5	45	6	55	4	36	1	9	2.5	51	3.7	41	7.2	55	7.5	62
Two or More Races				1																	
No Information Provided				0																	
Economically Disadvantaged				50	3610	24	48	26	52	11	22	2	4	2.8	56	3.4	38	6.0	46	6.2	52
No				17	3945	1	6	16	94	6	35	2	12	3.4	67	4.4	49	7.6	59	7.9	66
No Information Provided				0																	
Title I, Part A				0																	
Participants				0																	
Nonparticipants				67	3695	25	37	42	63	17	25	4	6	3.0	59	3.7	41	6.4	49	6.7	55
No Information Provided				0																	
Migrant				0																	
Yes				0																	
No				67	3695	25	37	42	63	17	25	4	6	3.0	59	3.7	41	6.4	49	6.7	55
No Information Provided				0																	
Identified as Emergent Bilingual/English Learner				29	3747	9	31	20	69	6	21	1	3	3.1	63	3.8	42	6.2	48	7.2	60
Monitored 1st Year, reclassified from EB/EL				0																	
Monitored 2nd Year, reclassified from EB/EL				2																	
Monitored 3rd Year, reclassified from EB/EL				0																	
Monitored 4th Year, reclassified from EB/EL				0																	
Former EB/EL (Post Monitoring)				0																	
Non-Emergent Bilingual/Non-English Learner				36	3650	15	42	21	58	11	31	3	8	2.8	57	3.6	40	6.5	50	6.2	52
No Information Provided				0																	
Bilingual				0																	
Participants				0																	
Nonparticipants				67	3695	25	37	42	63	17	25	4	6	3.0	59	3.7	41	6.4	49	6.7	55
No Information Provided				0																	
ESL				28	3761	8	29	20	71	6	21	1	4	3.2	64	3.8	42	6.3	48	7.3	60
Nonparticipants				39	3648	17	44	22	56	11	28	3	8	2.8	56	3.6	40	6.5	50	6.2	52
No Information Provided				0																	
Special Education				14	3422	10	71	4	29	1	7	1	7	2.2	44	2.9	33	6.0	46	4.4	37
No				53	3767	15	28	38	72	16	30	3	6	3.2	63	3.9	43	6.5	50	7.2	60
No Information Provided				0																	
Section 504				3																	
Yes				0																	
No				64	3714	23	36	41	64	17	27	4	6	3.0	60	3.8	42	6.5	50	6.6	55
No Information Provided				0																	
Gifted/Talented				2																	
Participants				0																	
Nonparticipants				65	3674	25	38	40	62	15	23	2	3	2.9	59	3.6	40	6.3	48	6.6	55
No Information Provided				0																	
At-Risk				38	3620	17	45	21	55	7	18	1	3	2.8	56	3.5	39	5.8	45	6.4	53
No				29	3794	8	28	21	72	10	34	3	10	3.1	63	3.9	44	7.1	55	7.0	58
No Information Provided				0																	

24070201SC0500

**CIRCLE Progress Monitoring Pre-K
School Benchmark Report**



Assessme

Community: Fort Bend ISD
School: SUGAR MILL EL
School year: 2023-2024
Race: All
Ethnicity: All
Sub-populations: All

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		83%	17%	0%	0%
Rapid Vocabulary	Rapid Vocabulary 3	72%	28%	0%	0%
	Overall Measure	72%	28%	0%	0%
Phonological Awareness	Syllabication	81%	19%	0%	0%
	Onset-Rime	89%	11%	0%	0%
	Alliteration	52%	48%	0%	0%
	Rhyming I	59%	41%	0%	0%
	Overall Measure	95%	5%	0%	0%
Optional PA	Listening	0%	0%	0%	0%
	Words in a Sentence	0%	0%	0%	0%
	Rhyming II	72%	28%	0%	0%
	Overall Measure	0%	0%	0%	0%
Math	Rote Counting	83%	17%	0%	0%
	Shape Naming	81%	19%	0%	0%
	Number Discrimination	89%	11%	0%	0%
	Number Naming	86%	14%	0%	0%
	Shape Discrimination	92%	8%	0%	0%
	Counting Sets	87%	13%	0%	0%
	Operations	63%	37%	0%	0%
	Overall Measure	90%	10%	0%	0%
Optional Math	Patterns	*	*	*	*
	Real World	*	*	*	*
	Overall Measure	0%	0%	0%	0%
Letter-Sound Correspondence		94%	6%	0%	0%
Social Emotional Behaviors	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*

Approaches to Learning	*	*	*	*
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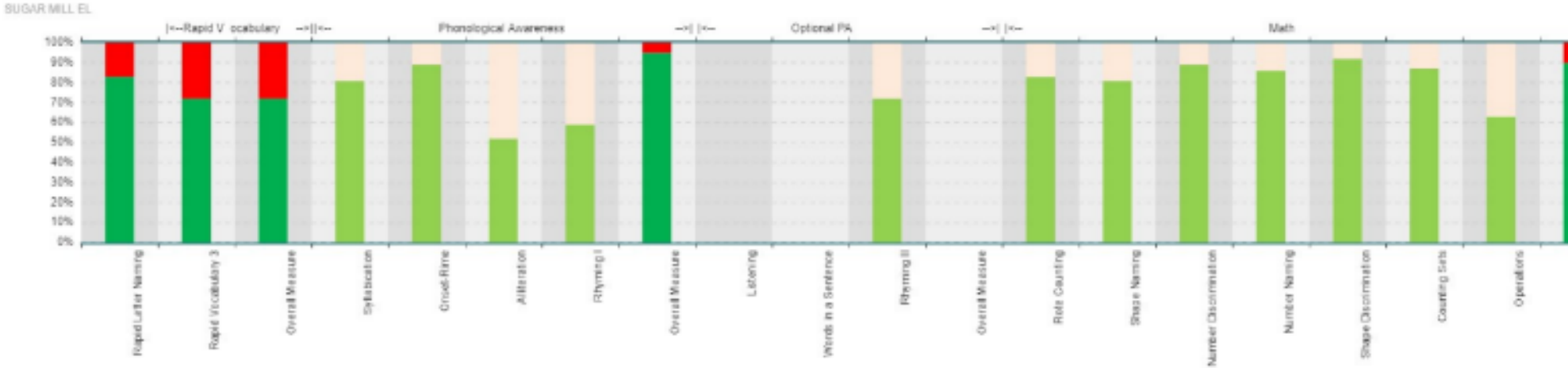
Community: Fort Bend ISD
 School: SUGAR MILL EL
 School year: 2023-2024
 Race: All
 Ethnicity: All
 Sub-populations: All

CIRCLE Progress Monitoring Pre-K
 School Benchmark Report

	Overall Measure	96%	4%	0%	0%
Early Writing Skills		96%	4%	0%	0%
* Measure has no benchmarks.					

% of Students Meeting On Track
 % of Students Meeting Needs Support
 % of Students Meeting Monitor
 % of Students Meeting Out of Range
 % of Students Meeting On Track
 % of Students Meeting Needs Support
 % of Students Meeting Monitor
 % of Students Meeting Out of Range

School Benchmark Report



	23-24 EOY Ren Math							
	Total Students	Raw Score	Percent Score	Date Taken	District Benchmark			
					Urgent Intervention	Intervention	On Watch	At Above Benchmark
BARRINGTON PLACE ELEMENTARY	306	999	0%	04/25/24	3.27%	6.86%	6.86%	83.01%
Economic Disadvantage	209	993	0%	05/14/24	4.78%	8.13%	8.13%	78.95%
American Indian/Alaskan Native	1	873	0%	05/17/24	0%	100%	0%	0%
Asian	123	1019	0%	05/01/24	1.63%	3.25%	3.25%	91.87%
Black/African American	53	968	0%	05/09/24	9.43%	9.43%	15.09%	66.04%
Hispanic	82	982	0%	05/07/24	3.66%	10.98%	8.54%	76.83%
Two or More Races	6	1029	0%	05/03/24	0%	0%	0%	100%
White	41	1014	0%	05/01/24	0%	4.88%	4.88%	90.24%
Currently Emergent Bilingual	121	992	0%	05/01/24	1.65%	4.96%	4.13%	89.26%
First Year of Monitoring	12	1109	0%	04/26/24	0%	0%	0%	100%
Fourth Year of Monitoring	1	1079	0%	05/08/24	0%	0%	0%	100%
Second Year of Monitoring	4	1075	0%	05/09/24	0%	0%	0%	100%
Third Year of Monitoring	3	1072	0%	04/26/24	0%	0%	0%	100%
Special Ed Indicator	55	979	0%	04/25/24	9.09%	18.18%	9.09%	63.64%

	23-24 EOY Ren Reading							
	Total Students	Raw Score	Percent Score	Date Taken	District Benchmark			
					Urgent Intervention	Intervention	On Watch	At Above Benchmark
BARRINGTON PLACE ELEMENTARY	359	954	0%	04/12/24	15.6%	5.85%	11.42%	67.13%
Economic Disadvantage	246	946	0%	05/01/24	19.11%	6.91%	13.01%	60.98%
American Indian/Alaskan Native	2	908	0%	04/17/24	0%	0%	0%	100%
Asian	138	975	0%	04/30/24	9.42%	4.35%	5.8%	80.43%
Black/African American	61	918	0%	04/16/24	27.87%	8.2%	13.11%	50.82%
Hispanic	98	945	0%	05/06/24	21.43%	6.12%	18.37%	54.08%
Two or More Races	8	982	0%	05/01/24	0%	12.5%	12.5%	75%
White	52	957	0%	04/11/24	9.62%	5.77%	11.54%	73.08%
Currently Emergent Bilingual	150	936	0%	04/16/24	15.33%	7.33%	12%	65.33%
First Year of Monitoring	12	1064	0%	04/12/24	0%	0%	8.33%	91.67%
Fourth Year of Monitoring	1	1105	0%	05/02/24	0%	0%	0%	100%
Second Year of Monitoring	4	1078	0%	05/01/24	0%	0%	0%	100%
Third Year of Monitoring	3	1082	0%	04/12/24	0%	0%	0%	100%
Special Ed Indicator	61	918	0%	05/02/24	36.07%	18.03%	16.39%	29.51%

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 (Prioritized): Although BPE has a "B" rating, we need to improve in Domain 1 Student Achievement where we have a scale score of 78. Scale scores in Domains II and Domain III are 82 and 83 scale score based on 23-24 STAAR data.

Root Cause: PLCs need to be held consistently and follow the district PLC model to address the rigor of 1st line instruction, look consistently at student data, and ensure we are meeting the needs of all students. SST Meetings need to be held monthly to discuss students who will benefit from additional strategies or services.

School Processes & Programs

School Processes & Programs Summary

Campus attendance

← Campus : Barrington Place EL

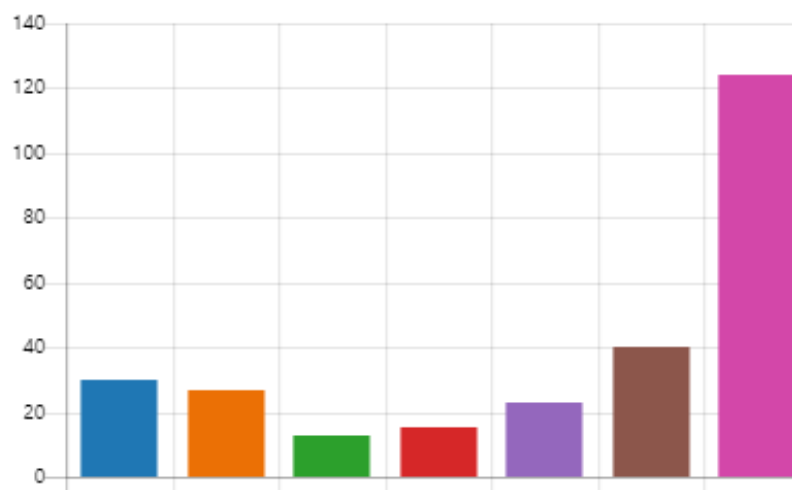
Fall Dashboard				Summer Dashboard		
Attendance & Discipline					STAAR 3-8	
Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
22-23	Sixth six weeks	94.3%		80%	623	↓
22-23	Fifth six weeks	94.7%		80%	635	↑
22-23	Fourth six weeks	94.8%		80%	589	↓
22-23	Third six weeks	93.3%		80%	722	↓
22-23	Second 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".

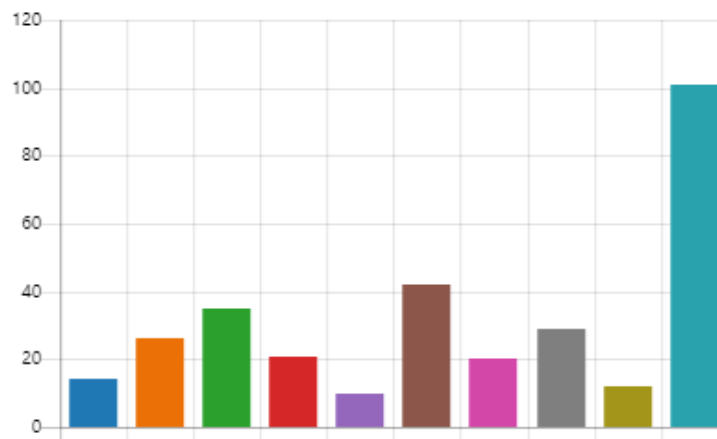
● Feeling really sad a lot / sintie...	30
● Being teased / Sentirme muy ...	27
● Feeling scared to come to sch...	13
● Not having any friends/lonely ...	15
● Feeling angry a lot / sentirme ...	23
● Feeling left out / sentirme excl...	40
● None of the above / Ninguna ...	124



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
● No Help needed at this time. /...	101



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 (Prioritized): BPE Attendance Rate has decreased from 94.83% to 93.70%.

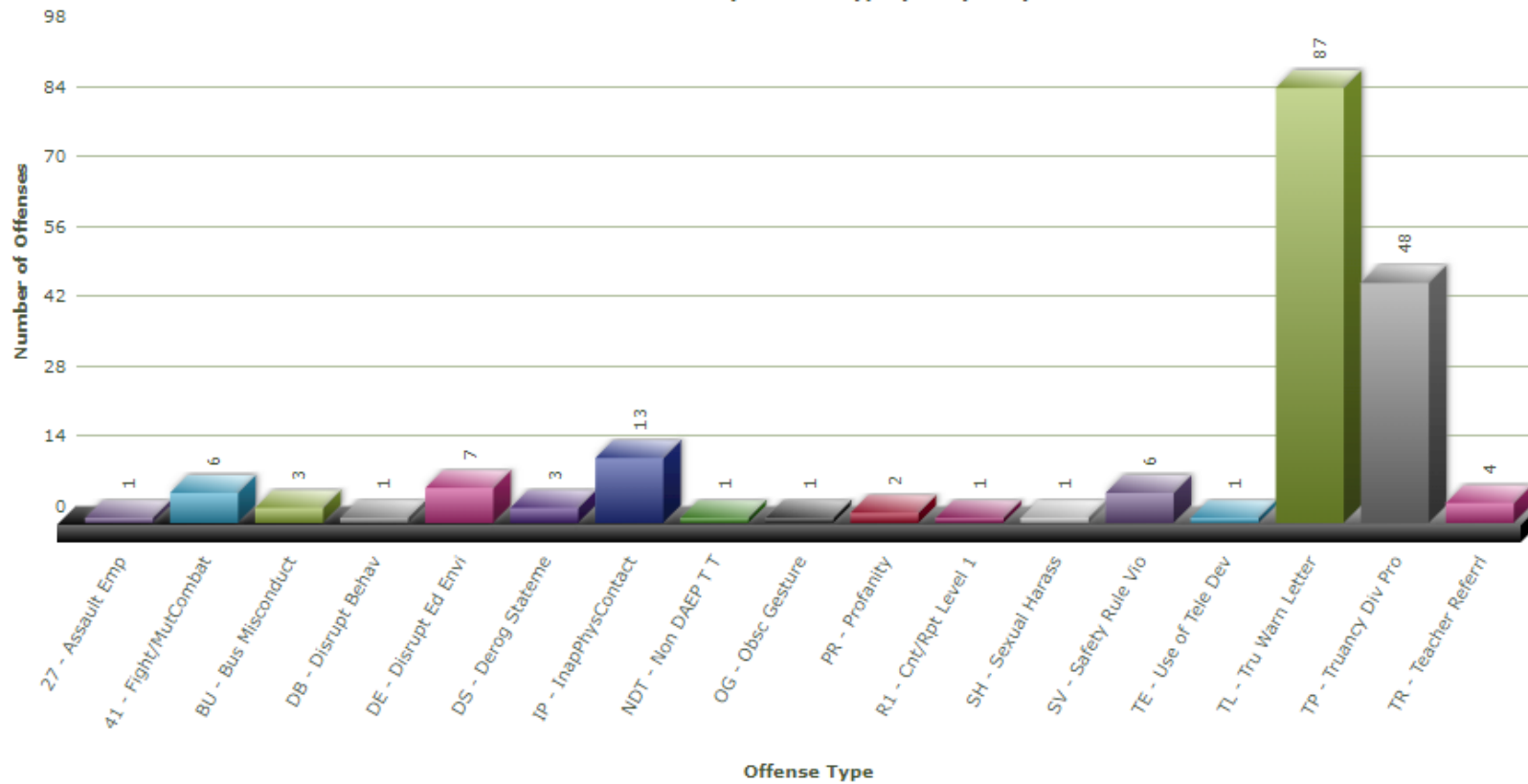
Root Cause: BPE's Attendance Rate has decreased due to students being displaced at three different campuses. 2021-22 - 93.57% 2022-23- 94.83% 2023-24- 93.70%

Perceptions

Perceptions Summary

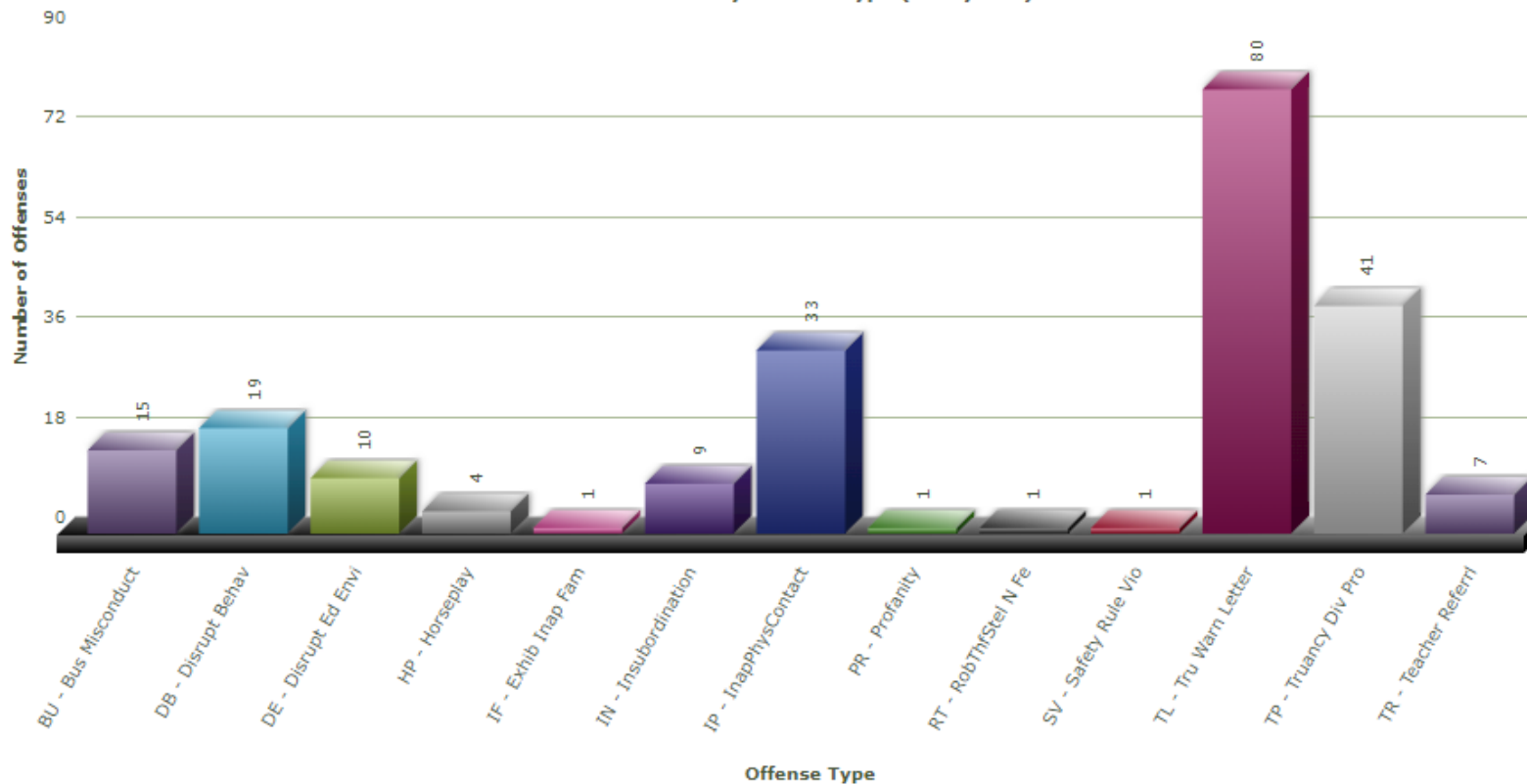
Discipline data for 23-24

Discipline Offenses
Breakdown by Offense Type (Entity 127)



Discipline data for 2022-23

Discipline Offenses
Breakdown by Offense Type (Entity 127)



Click Chart To: ☐ Drill-down (not available) ☒ Export to Excel

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 Inappropriate Physical Contact has gone down significantly from 33 in 2022-23 to 13 in 2023-24. Bus misconduct has gone down from 15 in 22-23 to 3 in 23-24, and disruptive behavior has improved from 19 in 22-23 to 1 in 23-24.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 now that we are back at the home campus after 2 years.

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

Problem Statement 1: Although BPE has a "B" rating, we need to improve in Domain 1 Student Achievement where we have a scale score of 78. Scale scores in Domains II and Domain III are 82 and 83 scale score based on 23-24 STAAR data.

Root Cause 1: PLCs need to be held consistently and follow the district PLC model to address the rigor of 1st line instruction, look consistently at student data, and ensure we are meeting the needs of all students. SST Meetings need to be held monthly to discuss students who will benefit from additional strategies or services.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: BPE Attendance Rate has decreased from 94.83% to 93.70%.

Root Cause 2: BPE's Attendance Rate has decreased due to students being displaced at three different campuses. 2021-22 - 93.57% 2022-23- 94.83% 2023-24- 93.70%

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 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 3: We need to increase community involvement with the Barrington Place community now that we are back at the home campus after 2 years.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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 2025, 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 PLCs from BOY to MOY

Summative Assessment




Increase the use of PLC Feedback planning protocols for Tier I instruction in PLCs 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, PreK Circle/Engage Assessment (PreK-2)

Increase in student performance (showing growth) from BOY to EOY 1.5 years growth in Reading, Math, and Science.

1) the goal of 80% of K-2 students will show a year and a half worth of growth per MAP Growth 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 81% to 90% in Reading and 75% to 90% in Math. 5th graders will increase the % of reaching approaches/masters from 79% to 90% in reading and 72% to 90% in Math.

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increase in student performance in Reading and Math, specifically with skill identified and focused small group instruction. Staff Responsible for Monitoring: Teacher, Administration, Reading Specialist, Math Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: By identifying students early and creating plans for instruction to strengthen skills, student performance in Reading and Math will increase. Staff Responsible for Monitoring: SST Team, Teachers, Administration, Specialists ESF Levers: Lever 5: Effective Instruction Funding Sources: Pay for Tutorials - 199 General Fund SCE - \$4,233		Formative			Summative
		Oct	Dec	Feb	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 2024- GT Teachers will meet with 100% of GT students and record GT learning plan goals into Skyward.

By May 2025- 100% of GT students will report the growth in their goals. Teachers will also meet regularly from September to May with students and parents to keep informed of student progress.

Evaluation Data Sources:

SST 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 parents 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			
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Admin, Teachers	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 3: 80% of our students will increase by one proficiency level in speaking domain in grades 1st through 5th grades.

Indicators of Success: Staff Development Days-strategies by EB Specialist to promote speaking in the classrooms.

Goal attainment will be demonstrated by having 80% of students increase one proficiency level in speaking on TELPAS results.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained on Structured interaction in the content areas; QSSSA strategy during Staff PD Day Strategy's Expected Result/Impact: This will help students practice structured conversations to help them with the TELPAS speaking domain. Staff Responsible for Monitoring: Admin and EB Specialist ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers are holistically tracking student progress 4 times a year Strategy's Expected Result/Impact: This is to monitor student progress in the domain of speaking so that they can adjust instruction to help with growing one proficiency level in speaking. Staff Responsible for Monitoring: Administrators, EB Specialist, and 1st through 5th grade teachers. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Goal setting 3rd-5th (students choose their own domain) Strategy's Expected Result/Impact: Students will have ownership in tracking their progress on the TELPAS domain language domain to help them grow at least one proficiency level. Staff Responsible for Monitoring: Administrators, EB Specialist, and 3rd through 5th grade teachers.	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 May of 2025, 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



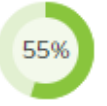




CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to MOY Data

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			
Strategy 1: 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. Strategy's Expected Result/Impact: Increase of student ownership and participation in class/feedback will result in increase in performance in Reading and Math. Staff Responsible for Monitoring: PLC Facilitators, Specialists, CST Team, Administration, Teachers	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 May 2025, BPE will improve student social-emotional learning through the implementation of behavior framework through PBIS evidenced by the 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 the 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 PLCs 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









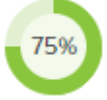




Administrators, Counselor, and PBIS Team

Strategy 3

Implement the use of PBIS Rewards schoolwide to reward students following expectations and provide interventions to students who are having difficulties with school-wide and grade-level expectations. This includes a school/grade level store where students can use the points they earn to buy items and monthly events will be held to celebrate students following expectations starting in October of 2024.

Strategies Expected Result/Impact

Decrease office referrals by 15% and increase student/staff culture and climate. This will be determined through student and staff surveys.

Strategy 1 Details	Reviews			
Strategy 1: In August, September, January, and February all faculty and staff will engage in professional development to align expectations for classroom and schoolwide behaviors. Strategy's Expected Result/Impact: PBIS will be implemented focusing on positive interventions and student ownership of behavior, therefore reducing the number of discipline referrals. Staff Responsible for Monitoring: Admin, Counselor, Teachers	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Recognizing students monthly for exhibiting character traits will promote student ownership of behavior. Staff Responsible for Monitoring: Admin, Counselor, Teachers	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Review and analyzing discipline data will allow concerns with behavior to be addressed, therefore decreasing discipline referrals. Staff Responsible for Monitoring: Admin, Counselor, Teachers	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By May of 2025, Barrington Place Elementary will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact the culture and climate as evidenced through the indicator of success

Indicators of Success: Walkthrough Data, Staff Surveys, Culture/Climate, Year at a Glance Calendar, PLC Minutes, Staff Feedback, Agendas and Minutes.

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 May 2025, BPE will increase social-emotional learning for students and staff by focusing on staff and student mental wellness and the 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 used in PLC and dedicated monthly faculty meetings (PLC and FM agendas)

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

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: BPE Staff, Administration, Counselor, Nurse	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 i 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
Sub-Total					\$4,233.00