

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Penland, Richard

Campus Name: 071 - Benbrook Middle High School MSHS

Executive Director: Valencia Rhines

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 72.73

Special Education: 8.7

Dual Language/ESL: 9

Gifted and Talented: 13.7

Career and Technology: 34

Percentage of at-risk students: 49.3

Percentage of English Language (EL) students: 9.2

Percentage of economically disadvantage students: 55.8

2020-2021 Campus Site-Based Committee

Name	Role
Richard Penland	Principal
Anita Grogan	Business Representative
Linda Grubbs	Other
Phillip Adams	Other
Michelle Schwalls	Other
Glorianne Mason	Other
Amy Jo Wagner	Campus Non-Teacher Professional
Delicia Justice-Thomas	Campus Non-Teacher Professional
Tiffany Rogers	Community Representative
Renee Franklin	Community Representative
Jason Ward	Parent
Brandi Estes	Parent
Missy Heady	District Level Staff
Sammy De Valdenebro	Teacher
Tiffany Giddens	Teacher
Saskia Borjas	Teacher
Doug Heick	Teacher

Accountability Summary

Visit [Txschools.org](https://www.txschools.org) for an overview of the State Accountability Systems and school profile for Benbrook Middle High School MSHS. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 76	77 - C
Domain 2: School Progress 79	
Domain 3: Closing The Gaps 72	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 School Year

I certify acceptance and compliance with all provisions set forth by:

☒ Yes the Fort Worth ISD School Board;

☒ Yes the Texas Education Code;

☒ Yes Title I, Part A; and

☒ Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> Discipline Actions: In and out of school suspensions are not disproportionate to our student demographics. To address the achievement gap, teachers are being intentional about making sure that all students, especially our Hispanic and African American students are giving and getting feedback back daily. From students' feedback, teachers are responding accordingly. Attendance is hovering at 96% We have a diverse population 	<ol style="list-style-type: none"> TELPAS scores for ELs need to grow and improve. The achievement gap between Whites and Hispanics continues to exist in all core subjects. More celebrations to recognize good/great attendance 	<ol style="list-style-type: none"> Higher quality instruction 1. Increase positive parent involvement by offering more opportunities for parents 2. Improve communication within the entire school community. More culturally responsive/relevant in classroom/out of classroom learning. Include student voice in the culture and climate improvement efforts 3. Improve middle school Math scores
Student Achievement	<ol style="list-style-type: none"> Teacher instructional planning, delivery, leveraging, and data collection/study has positively progressed, likely leading to the increased gains Sub pop achievement has also increased from the 2019 benchmark to the 2020 benchmark The majority of tested contents have made gains from the 2019 benchmark to the 2020 benchmark. Our benchmarks looked very promising and improved from last year especially in math and ELA 70% of seniors met the new CCMR standards 	<ol style="list-style-type: none"> The majority of tested contents have made gains from the 2019 benchmark to the 2020 benchmark. Culturally relevant and responsive instruction which could contribute to the widened gap between sub pops despite the increased achievement We have likely lost this positive growth as a result of the hastily learning at home efforts resulting from sheltering at home we have at least two students that are not slated for graduation as a result of not being able to come to school 30% of seniors did not meet the new CCMR standards 	<ol style="list-style-type: none"> 4. Ensure students and families are supported with technology 5. Understanding data and its use as a tool for instructional design that meets the needs of all students.
School Culture and Climate	<ol style="list-style-type: none"> Staff Climate and Culture: Monthly staff luncheons; December pancake breakfast for office staff/counselors Student culture and climate: Athletics, Clubs Teachers and Students: First 5 Our projected teacher turn over rate is less than 10% (a reduction from 17%) 	<ol style="list-style-type: none"> We need to continue staff climate building activities while moving deeper with intrinsic adoption of school vision We would like there to be a stronger diversity presence in all school aspects. Revisit the First 5 at least each semester to have a continuum and reinforce BHMS values Parents don't feel connected to the school as illustrated in the climate survey Less than 90% of students have confidence in their teachers We did not get to attend the professional training through UnCommon Schools that was planned as a result of COVID-19 	

Staff Quality/ Professional Development	1.	Summer institute for the department chairs in the summer	1.	Trainer of trainer methods for all core content teachers w/ UnCommon school content (department chairs then trained teachers on the IPC and AggMo expectations)
	2.	Waiver days on campus had a self-select schedule of professional development for teachers.	2.	Minimal time to train teachers to the depth of understanding throughout the teacher week back and waiver days.
	3.		3.	
	4.	PLC's were effective and attended on a daily basis	4.	PLC's were 45 minutes long - difficult to dive deep into data.
			5.	We had three long term substitutes
Curriculum, Instruction, and Assessment	1.	Administrators completed the curriculum wall for all tested subjects on a weekly basis (based off of district curriculum)	1.	lack of novel use in the ELA classrooms
	2.	Analysis of released STAAR level questions on a weekly basis in the Paul Bambrick Santoyo data meetings.	2.	Tracking of student data and goal setting by the students for growth purposes
	3.		3.	
	4.	The year long debate about novels has fostered quality conversations about how to teach ELA	4.	Online learning/Blended learning has come with some serious difficulties
			5.	The year long debate over the use of novels or not in ELA classrooms got in the way of some quality learning.
Family and Community Involvement	1.	8 active Community Partners at BMHS	1.	2 additional Community Partners who need strengthened involvement
	2.	Community Partners who support improved teacher attendance	2.	Need additional support for student perfect attendance (high school w/laptop to match MS laptop donation)
	3.	Community Events to celebrate BMHS families and programs such as Texas Roadhouse Rib Eating Contest, Partner Recognition Nights at varsity football games, Faculty Appreciation gatherings quarterly	3.	More Community Events needed quarterly
	4.	loud and active parent and community base	4.	Communication with Parents and community needs to improve.
			5.	We need to leverage the existing strong parent base into a stronger school community culture
School Context and Organization	1.	Being adaptable, and continuing to re-assess to maximize student achievement	1.	More opportunities means more singletons for classes, which makes more preps for teachers
	2.	Re-Organized from APs having pure dept. to have tested subjects. Tested subjects are divided evenly for accountability	2.	Focus on capitalizing on AP strengths and developing their lesser skills
	3.	Our school allows for overlapping of contents so that we can offer MS school students more opportunities to take HS level classes, especially in math and English	3.	More opportunities means more singletons for classes, which makes more preps for teachers
	4.	Overall context is set up well and well understood	4.	Not enough is being done for families/parents in regards to information, clarification and support

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 071 - Benbrook Middle High School MSHS

Principal: Penland, Richard

Executive Director: Valencia Rhines

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--		
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	153.03	89.96	33.85		
	CCMR - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.	--	50.70	--		

Strategies for Improvement

	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	LEP	Provide more targeted support for our English Language Learners	Purchase K-12 Summit - for the purpose of providing intentional and targeted intervention for our ELL students	Principal	10/16/2020	Bilingual	1,266		Through focused support in reading, writing and speaking English, our TELPAS results will improve
2	LEP	Provide more targeted support for our English Language Learners	Purchase K-12 Summit - for the purpose of providing intentional and targeted intervention for our ELL students	Principal	10/16/2020	SCE	5,634		Through focused support in reading, writing and speaking English, our TELPAS results will improve
3	Title I	Have teachers use a focused and purposeful approach to instructional planning and delivery	Secure UnCommon Schools training for classroom teachers for the purpose of creating a constant cycle of teaching, assessing learning and adjusting to meet learning needs in real time	Assistant Principal	10/26/2020	Title I	5,500		Students individual instructional needs will be met on a regular and ongoing basis
4	Title I	Have teachers use a focused and purposeful approach to instructional planning and delivery	Region XI Banbrick Waterfall training for selected teachers (a six week series) so these teachers can serve as trainers for remaining campus based teachers	Instructional Leadership	3/26/2021	Title I	6,000		Students individual instructional needs will be met on a regular and ongoing basis
5	Title I	Ensure students and teachers are equipped to meet learning needs of all students	Purchase pencil sharpeners for the classrooms for student use	Other	11/20/2020	Title I	1,500		Teachers will have what they need to positively impact student learning. Additionally, learning will be more accessible by providing visual context in both synchronous and asynchronous instruction
6	Title I	Ensure students and teachers are equipped to meet learning needs of all students	Purchase toner, cartridges and poster maker paper for creating student assignments and projects	Other	1/15/2021	Title I	4,500		Teachers will have what they need to positively impact student learning. Additionally, learning will be more accessible by providing visual context in both synchronous and asynchronous instruction

7	Title I	Ensure students and teachers are equipped to meet learning needs of all students	Purchase document cameras for all classroom teachers for the purpose of enhancing the learning experience for SPED students		10/26/2020	Special Education	13,229		Teachers will have what they need to positively impact student learning. Additionally, learning will be more accessible by providing visual context in both synchronous and asynchronous instruction
8	Title I	Ensure students and teachers are equipped to meet learning needs of all students	Provide substitutes for teachers to attend to training of trainers, provide for a pull out model of learning intervention and for other coverage needed to enhance teaching/learning	Principal	5/14/2021	Local (Basic Allotment)	10,000		Teachers will have what they need to positively impact student learning. Additionally, learning will be more accessible by providing visual context in both synchronous and asynchronous instruction
9	Title I	Ensure students and teachers are equipped to meet learning needs of all students	Purchase document cameras for all classroom teachers for the purpose of enhancing the learning experience for GT students	Principal	10/26/2020	Gifted & Talented	2,135		Teachers will have what they need to positively impact student learning. Additionally, learning will be more accessible by providing visual context in both synchronous and asynchronous instruction
10	Title I	Ensure students and teachers are equipped to meet learning needs of all students	Provide all needed instructional supplies and support to teachers to ensure smooth operations for the campus	Principal, Instructional Leadership	5/14/2021	Local (Basic Allotment)	32,818		Teachers will have what they need to positively impact student learning. Additionally, learning will be more accessible by providing visual context in both synchronous and asynchronous instruction
11	Title I	Improve perception of college possibilities for all students	Purchase college pennants, flags and other visual items classrooms and halls	Other	10/26/2020	Title I	3,000		Increase CCMR percentage
12	Title I	Improve perception of college possibilities for all students	Purchase learning supplies specific for AVID students and teachers (marker boards, binders, notebooks, markers, display boards, etc)	Other	11/9/2020	Title I	4,000		Increase CCMR percentage
13	Title I	Improve perception of college possibilities for all students	Schedule and host 2 AVID parent nights highlighting student achievement. Provide refreshments	Teacher(s)	5/14/2021	Title I	600		Increase CCMR percentage

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 071 - Benbrook Middle High School MSHS

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	5	50	EOY
	Students will be provided more efficient technology access and support by adding personnel to the tech department.	1	2	MOY
	Percent of students that will meet CCMR requirements will increase from	63	70	EOY

Strategies for Improvement

	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Title I	Lower 7th grade math class size to increase the ability of the teachers to meet individual student learning needs.	Hire a middle school math teacher	Principal	9/1/2020	Title I	58,000	Above Target	Higher achievement scores on benchmark and state testing
2	Title I	Provide teacher data support to focus their instructional plans on a regular basis	Hire data analyst	Principal	9/1/2020	Title I	58,000	Above Target	Teachers will be able to support student learning in a more efficient and targeted manner - thereby increasing student achievement
3	CTE	Ensure all students have the technology support that allows students to access instruction and instructional tools	Hire 2 computer lab assistants.	Principal	10/2/2020	CTE	4,447		limited interruption of instruction as a result of access.
4	CTE	Ensure all students have the technology support that allows students to access instruction and instructional tools	Hire 2 computer lab assistants	Principal	10/2/2020	SCE	5,959		limited interruption of instruction as a result of access.
5	CTE	Ensure all students have the technology support that allows students to access instruction and instructional tools	Hire 2 computer lab assistants	Principal	10/2/2020	Title I	39,960		limited interruption of instruction as a result of access.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 071 - Benbrook Middle High School MSHS

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from	62	70	may 2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	65%	100%	May 2021

Strategies for Improvement

	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Title I	Improve family perception of a culture of valuing families at the school	Hire Family and Communication Outreach Specialist	Principal	10/9/2020	Title I	58,000		Improved parent response on yearly climate survey
2	Title I	Improve family perception of a culture of valuing families at the school	Hire 2 Family communication liaisons	Principal	8/31/2020	Title I	72,000	Above Target	Improved parent response on yearly climate survey
3	Title I	Improve family perception of a culture of valuing families at the school	Purchase laptops for the family communication team	Other	10/2/2020	Title I	3,500		Improved parent response on yearly climate survey
4	Title I	Improve family perception of a culture of valuing families at the school	Provide Parent information nights - secure speakers, promotional materials, snacks/drinks for parents/families	Other	5/14/2021	Title I	5,000		Improved parent response on yearly climate survey
5	Title I	Improve family perception of a culture of valuing families at the school	Provide awards/certificates/incentives for student recognitions for various accomplishments	Other	5/14/2021	Title I	6,694		Improved parent response on yearly climate survey
6	Title I	Improve family perception of a culture of valuing families at the school	Provide needed supplies to the family communication team so they can prepare and present as needed	Principal	10/30/2020	Title I	3,000		Improved parent response on yearly climate survey
7	Title I	Hire two cafeteria monitors to help ensure student safety and security	Post position, conduct interviews, hire staff	Principal	10/16/2020	Local (Basic Allotment)	22,500	On Target	Students will have a calm environment to rest and re-energize for classroom learning

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

071 - Benbrook Middle High School MSHS

→
**Budget
Allotment
Summary**
→

Local
(Basic Allotment)

SCE

CTE

Bilingual

Gifted &
Talented

Special
Education

Title I

TOTAL
Allotment

\$ 65,318.00

\$ 11,593.00

\$ 4,447.00

\$ 1,266.00

\$ 2,135.00

\$ 13,229.00

\$ 329,254.00

\$ 427,242.00

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

Principal: Penland, Richard

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Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 42,818.00	\$ 5,634.00	-	\$ 1,266.00	\$ 2,135.00	\$ 13,229.00	\$ 25,100.00	\$ 90,182.00
Mission	-	\$ 5,959.00	\$ 4,447.00	-	-	-	\$ 155,960.00	\$ 166,366.00
Learning Environment Goals	\$ 22,500.00	-	-	-	-	-	\$ 148,194.00	\$ 170,694.00
Total Allocated	\$ 65,318.00	\$ 11,593.00	\$ 4,447.00	\$ 1,266.00	\$ 2,135.00	\$ 13,229.00	\$ 329,254.00	\$ 427,242.00
Percent Budgeted	100%	100%	100%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	-	-	-	-