

Lamar Consolidated Independent School District
Bentley Elementary
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2022

Demographics

Demographics Summary

Carl E. Bentley Elementary opened in the fall of 2016 as a Pre-K - 5th grade campus in Lamar Consolidated ISD. The need for Bentley Elementary is a direct result of the fast growth on the northern side of the district. We serve multiple subdivisions, which are continually developing, so the potential for continued substantial growth is imminent. Our current enrollment is 1024 students and continually growing. Enrollment data reveals the white student population continues to be the largest group with 35% followed by 28% Hispanic, 23% Black or African American, 10% Asian, 4% Two or More Races, and .11% American Indian. 36% of our students are economically disadvantaged, 21% of our students are receiving ESL services, and 14% of our students are served under the special education umbrella.

Demographics Strengths

Bentley Elementary is reflective of the rich diversity of Fort Bend County, the most diverse county in the nation. Over 23 languages are represented throughout our campus, with 194 of our students receiving English as a Second Language Services. This diversity is a strength on our campus. The learning experience of all students is enhanced by the varying cultural backgrounds and experiences of our student population.

Bentley is home to two Early Childhood Special Education Classrooms, one Structured Learning Classroom, and three full day Pre-K classrooms. These classrooms offer all of our students an opportunity to collaborate and grow as a community of learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In core subject areas, economically disadvantaged and Hispanic students perform considerably lower than other peer groups. **Root Cause:** Lack of differentiation, background knowledge, and timely and targeted response to intervention.

Student Learning

Student Learning Summary

3rd Grade Reading Assessment Data

2021/2022

Level	STAAR	STAAR	Difference
	2021	2022	
Approaches	92%	85%	-6%
Meets	65%	66%	+1%
Masters	41%	43%	+2%

4th Grade Reading Assessment Data

2021/2022

Level	STAAR	STAAR	Difference
	2021	2022	
Approaches	79%	94%	+15%
Meets	50%	78%	+28%
Masters	28%	48%	+20%

5th Grade Reading Assessment Data

2021/2022

Level	STAAR	STAAR	Difference
	2021	2022	
Approaches	87%	91%	+3%
Meets	65%	78%	+13%
Masters	51%	55%	+4%

3rd Grade Math Assessment Data**2021/2022**

Level	STAAR	STAAR	Difference
	2021	2022	
Approaches	94%	89%	-5%
Meets	61%	61%	0%
Masters	35%	32%	-3%

4th Grade Math Assessment Data**2021/2022**

Level	STAAR	STAAR	Difference
	2021	2022	
Approaches	89%	89%	0%
Meets	64%	71%	+7%
Masters	49%	46%	-3%

5th Grade Math Assessment Data**2021/2022**

Level	STAAR	STAAR	Difference
	2021	2022	
Approaches	94%	89%	-5%
Meets	61%	61%	0%
Masters	35%	32%	-3%

5th Grade Science Assessment Data**2021/2022**

Level	STAAR	STAAR	Difference
	2021	2022	
Approaches	73%	87%	+14%
Meets	39%	55%	+16%
Masters	13%	37%	+25%

On the 2022 3rd grade Reading STAAR, students showed a 6% decline in the approaches, a 1% increase in the meets, and a 2% increase in the masters level when compared to the 2021 3rd grade Reading STAAR results.

On the 2022 4th grade Reading STAAR, students showed a 15% increase in the approaches, a 28% increase in the meets, and a 20% increase in the masters level when compared to the 2021 4th grade Reading STAAR results.

On the 2022 5th grade Reading STAAR, students showed a 3% increase in the approaches, a 13% increase in the meets, and a 4% increase in the masters level when compared to the 2021 5th grade Reading STAAR results.

On the 2022 3rd grade Math STAAR, students showed a 3% decrease in the approaches, a 5% decline in the meets, and a 2% decline in the masters level when compared to the 2021 3rd grade Math STAAR results.

On the 2022 4th grade Math STAAR, students showed a no change in the approaches, a 7% increase in the meets, and a 3% decrease in the masters level when compared to the 2021 4th grade Math STAAR results.

On the 2022 5th grade Math STAAR, students showed a 5% decrease in the approaches, a no change in the meets, and a 3% decrease in the masters level when compared to the 2021 5th grade Math STAAR results.

On the 2022 5th grade science STAAR, 5th grade students showed a 14% increase in the approaches, a 16% increase in the meets, and a 25% increase in the masters level when compared to the 2021 Science STAAR results.

Student Learning Strengths

At the conclusion of the 2021-2022 school year, 79% of Bentley 1st grade students were reading on or above grade level. In 2nd grade, 89% of students were reading on or above grade level. In Kindergarten, 76% of students were reading on or above grade level.

27% of students rated Advanced high in TELAS, and 47% rated Advanced on overall composite rating.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers will increase the impact of tier 1 instruction through the use of streamlined strategies and target small group instruction during math, ELAR and science instruction. **Root Cause:** Lack of responsive and differentiated instruction.

School Processes & Programs

School Processes & Programs Summary

During the duration of the school year, grade level teams met weekly on pre-determined days with instructional coaches in order to enhance student learning. Key components of lesson plans included academic vocabulary, sentence stems, quality questioning, and leadforward strategies. Additional days throughout the year were dedicated to long range planning to focus on learning progression.

PLCs were held bi-monthly. Attendees included teachers, coaches, administration, and other support personnel. Data was continually reviewed and best practices were discussed to target the growth of each student.

Through the MTSS process, student progress was measured throughout the school year during Kid Chat meetings. Kid Chats included teachers, administrators, coaches, and other staff as needed. Classroom teachers were responsible for inputting individual student data into a grade level spreadsheet including reading levels, STAAR scores, grades on common assessments, number of sight words, etc. depending on the grade. The core team set the minimum criteria when sorting student data for each meeting. All stakeholders discussed the data presented in the spreadsheet and worked to create an action plan for students whose data fell below the minimum criteria. Students received additional support needed by the classroom teachers or coaches.

Learning walks were implemented and will occur 3 times during the school year.

Students have an opportunity to participate in a multitude of after school enrichment opportunities such as Girls on the Run, Bentley Beatz, Crazy 8 Math Club and Student Council.

School Processes & Programs Strengths

We continually strive to educate the whole child. Priority is placed on making learning fun, engaging and rigorous. Our student's social/emotional needs are addressed through our character counts program and the implementation of the Ron Clark Academy.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Providing both differentiated and rigorous instruction during Blazer Boots to intervene and enrich all learners. **Root Cause:** Not implementing intervention and enrichment plans with fidelity

Perceptions

Perceptions Summary

At Bentley Elementary, students drive every decision we make. Relationships with our students, each other, and local community are valued. According to the Campus Climate Survey, 89% of respondents indicated that an administrator was available to talk to them or listen to a concern. Parents indicated they would like more communication on the Standard Response Protocol.

Perceptions Strengths

According to the Campus Climate Survey:

- 88% of students said they were proud to attend Bentley Elementary.
- 95% of parents indicated we have maintained open lines of communication
- 95% of parents indicated teachers are available to discuss learning needs of their child.
- 100% of staff indicated that they know someone that is available to help with school and personal problems.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At this time, only 65% of staff members rated Bentley as outstanding.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Discipline 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results





Goals

Goal 1: By June 2023, 85% of Bentley Elementary staff and parents will rate the overall campus quality as Outstanding resulting in an A rating as measured by the Staff Climate Survey.

Performance Objective 1: Build and maintain a school-wide culture in which all staff and students are treated with respect resulting in strong, healthy relationship with all campus stakeholders

Evaluation Data Sources: Campus Climate Survey





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will create campus norms for positive interactions among staff. Strategy's Expected Result/Impact: Staff responses will reflect a 5% increase regarding feeling respected and supported on Staff Climate Survey. Staff Responsible for Monitoring: Bentley Staff</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will maintain and refine the Ron Clark Academy "House System". Strategy's Expected Result/Impact: Staff responses will reflect a 5% increase in high expectations for students on Staff Climate Survey. Staff Responsible for Monitoring: Ron Clark Committee</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: RCA committee will plan and implement house parties for Bentley students each 9-weeks for students. Strategy's Expected Result/Impact: Staff responses will reflect a 5% increase regarding the variety of activities at this school keeping students engaged in learning as indicated on the Staff Climate Survey. Staff Responsible for Monitoring: Teachers from each RCA House - Friendship, Compassion, Integrity, and Determination</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus will create a site-based PBIS team meeting quarterly to develop a 3-tiered system for intervention of targeted behaviors</p> <p>Strategy's Expected Result/Impact: A tiered behavioral system will be developed and implemented throughout the school based on the campus needs assessment 3-5 target behaviors.</p> <p>Staff Responsible for Monitoring: PBIS Team and RCA Committee</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative		
	Nov	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: By June 2023, 85% of Bentley Elementary staff and parents will rate the overall campus quality as Outstanding resulting in an A rating as measured by the Staff Climate Survey.

Performance Objective 2: Establish a shared vision for collaboration, high expectations, and commitment to improve school-wide academic performance.

Evaluation Data Sources: STAAR Scores, MAP Growth Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level teams will meet bi-monthly for PLC meetings focusing on data to drive instruction. Strategy's Expected Result/Impact: Bentley students will increase by 3% in the Masters category in reading and math according to STAAR 2022. Staff Responsible for Monitoring: Administration, CORE and Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level teams will meet weekly with campus coaches to collaborate and plan quality Tier 1 instruction using LCISD best practices for students. Strategy's Expected Result/Impact: Lesson plans will reflect strategies implemented and be reflected in walkthroughs. Staff Responsible for Monitoring: Teachers, Math Coach, Literacy Coach and ESL Coach</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: By June 2023, 85% of Bentley Elementary staff and parents will rate the overall campus quality as Outstanding resulting in an A rating as measured by the Staff Climate Survey.

Performance Objective 3: Create and maintain systems to ensure efficient and timely communication of information throughout the school community. Both internal communication for staff and external communication for families.

Evaluation Data Sources: Campus Climate Survey





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will communicate campus news using Friday Focus newsletter. Strategy's Expected Result/Impact: Staff responses will reflect a 7% increase regarding administration expectations on the Staff Climate Survey. Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will send a bi-monthly parent newsletter highlighting campus activities, events, and successes. Strategy's Expected Result/Impact: 95% of parents will agree or strongly agree that they are informed about what their child is learning in school as indicated on the Parent Climate Survey. Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade levels will communicate weekly on social media highlighting activities and events. Strategy's Expected Result/Impact: 95% of parents will agree or strongly agree that they are informed about what their child is learning in school as indicated on the Parent Climate Survey. Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Each grade level will create and manage a grade level newsletter and send through email and via Canvas to communicate with parents weekly. Strategy's Expected Result/Impact: 95% of parents will agree or strongly agree that they are informed about what their child is learning in school as indicated on the Parent Climate Survey. Staff Responsible for Monitoring: Teachers and Administration</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Librarian will maintain campus website. Strategy's Expected Result/Impact: Parents will reflect a 7% increase in being informed about activities, workshops, and other events as indicated on the Parent Climate Survey. Staff Responsible for Monitoring: Librarian</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will return and input grades in the gradebook within five school days for all minor and major grades. Strategy's Expected Result/Impact: 95% of parents will strongly agree or agree that teachers give timely and helpful feedback on student's schoolwork. Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Grade levels will focus on intentional planning of lessons using available materials Strategy's Expected Result/Impact: 95% of staff will strongly agree or agree that they have the materials they need to effectively teach. Staff Responsible for Monitoring: Instructional Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$1,420</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Campus will send a structured, simplified, and specific bi-monthly parent newsletter highlighting campus activities, events, and successes. Strategy's Expected Result/Impact: 87% of parents will strongly agree or agree that they are kept informed about activities such as tutoring, afterschool programs, student performances, parent workshops, and other events. Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Schoolwide communication will be sent to parents before every Standard Response Protocol (SRP)</p> <p>Strategy's Expected Result/Impact: 85% of parents will strongly agree or agree that they are aware of the Standard Response Protocol (SRP) at Bentley.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: By June 2023, 85% of Bentley Elementary staff and parents will rate the overall campus quality as Outstanding resulting in an A rating as measured by the Staff Climate Survey.

Performance Objective 4: Develop an environment of cultural responsiveness.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Character Counts and library guidance lessons will include an element of cultural diversity and celebration. Strategy's Expected Result/Impact: Decrease by 3% the number of students who struggle with making friends, fitting in and being teased as measured by the end of the year Social/ Emotional survey responses. Staff Responsible for Monitoring: School Counselors Librarian</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue annual cultural festival to showcase the diversity represented on our campus. Strategy's Expected Result/Impact: Increase by 7% the number of students who feel that teachers and staff treat them fairly regardless of cultural background or differences as measured the campus climate survey; staff and parent results. Staff Responsible for Monitoring: School Counselors and ESL Lead.</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$500</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Initiate and maintain a bulletin board focused on cultural awareness and the celebration of diversity. Strategy's Expected Result/Impact: Increase by 7% the number of students who feel that teachers and staff treat them fairly regardless of cultural background or differences as measured the campus climate survey; staff and parent results. Staff Responsible for Monitoring: Librarian Counselors</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: By May 2023, 90% of Kindergarten through Second Grade students will be reading on or above grade level expectations as measured by End of Year Guided Reading Assessment (GRA).

Performance Objective 1: The campus will provide focused Professional Learning sessions targeting Guided Reading, Phonemic Awareness, and Phonics to build teacher capacity in Balanced Literacy.

Evaluation Data Sources: GRA Levels
 Next Steps to Guided Reading strategies embedded into lesson plans
 Teacher Observation Reflection Rubrics





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide professional learning in Next Steps Guided Reading instruction and how to administer GRA and Running Record assessments for students.</p> <p>Strategy's Expected Result/Impact: Lesson plans will reflect NSGR strategies implemented during small group instruction.</p> <p>Staff Responsible for Monitoring: Contracted Guided Reading Facilitator and Literacy Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$800</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PK-2 teachers will observe colleagues and consultants during small groups to increase teacher capacity and PK paras will support small group at risk interventions.</p> <p>Strategy's Expected Result/Impact: Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p>Staff Responsible for Monitoring: Literacy Coach ,Teachers, paras</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,500, - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$90,202.52</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: New K-3 teachers will participate in Region 4 Reading Academics Cohort, as part of House Bill 3 over the next 3 years. Strategy's Expected Result/Impact: All artifacts turned in and grades posted by Region 4. Staff Responsible for Monitoring: K-3 Teachers	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional learning opportunities to new PK and Kinder Teachers on the different components of CLI and Heggerty Phonemic Awareness to build teacher capacity in the area of phonemic awareness instruction. Strategy's Expected Result/Impact: Increased performance by 10% on CLI Staff Responsible for Monitoring: Principal, Literacy Coach Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$500	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Guide teachers in implementing a new explicit, systematic phonics program, Really Great Reading, to build foundational reading skills. Strategy's Expected Result/Impact: Build students' ability to decode unfamiliar words. Staff Responsible for Monitoring: Literacy Coach and teachers Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,999.50	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: By May 2023, 90% of Kindergarten through Second Grade students will be reading on or above grade level expectations as measured by End of Year Guided Reading Assessment (GRA).

Performance Objective 2: The campus will increase students' access to leveled readers and decodable books.





Evaluation Data Sources: Teacher inventory survey.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase number of books in classroom libraries and access to digital literacy resources. Strategy's Expected Result/Impact: Utilization of best practices checklist during walkthroughs. Staff Responsible for Monitoring: Teachers Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$1,500	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement and utilize the "Reading at Home" (RAH) library for below-level readers to increase opportunities for repeated practice. Strategy's Expected Result/Impact: Increased exposure to grade-level texts Staff Responsible for Monitoring: Teachers Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$600	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Add leveled readers and decodables into the literacy library available for teacher checkout.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2023, 90% of Kindergarten through Second Grade students will be reading on or above grade level expectations as measured by End of Year Guided Reading Assessment (GRA).

Performance Objective 3: Increase parent awareness of grade level reading expectations and how to support readers.





Evaluation Data Sources: GRA report notification, End of Year Guided Reading Assessment (GRA)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will communicate student reading progress each 9-weeks through GRA assessment reports. Strategy's Expected Result/Impact: At the end of each 9-week grading period, parents will receive a GRA report notification. Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and the Literacy Coach will provide "parent tips" focusing on supporting early readers with suggested resources for students. Strategy's Expected Result/Impact: Increase in GRA reading levels and student reading engagement Staff Responsible for Monitoring: Literacy Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: K-1 teachers will provide parents grade-level specific checklists including letter identification, letter-sound recognition, and high-frequency words at each nine weeks Strategy's Expected Result/Impact: Increase student GRA reading levels Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2023, 90% of Kindergarten through Second Grade students will be reading on or above grade level expectations as measured by End of Year Guided Reading Assessment (GRA).

Performance Objective 4: Increase differentiation by providing timely intervention for all K-2 readers.

Evaluation Data Sources: GRA report notification, End of Year Guided Reading Assessment (GRA)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus teachers will utilize a school-wide intervention time to enrich all students by intervening upon and accelerating learning based on students needs. Strategy's Expected Result/Impact: Increase student progress toward personal goals Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher will provide enrichment for above grade level readers at least once weekly during Extended Learning Time. Strategy's Expected Result/Impact: Increased engagement and motivation for high readers. Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will share their class GRA tracker with the principal and the literacy coach each time students are assessed with the GRA. An action plan for students not accelerating will be created and implemented. Strategy's Expected Result/Impact: Increase GRA levels Staff Responsible for Monitoring: Principal and Literacy Coach</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Coaches will collaborate to plan with grade level teams. Planning focus will be on quality differentiated intervention plans for ELT. Strategy's Expected Result/Impact: Lesson plans will reflect strategies implemented and be observed in walkthroughs. Staff Responsible for Monitoring: Teachers, coaches</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May 2023, Third, Fourth, and Fifth grade students will score at least 90% approaches, 70% meets, and at least 45% masters as measured by the 2023 STAAR assessment.

Third Grade Reading:
Approaches 85% to 90%+
Meets 66% to 70%
Masters 43% to 45%+

Third Grade Math:
Approaches 86% to 90%+
Meets 57% to 70%
Masters 27% to 45%+

Fourth Grade Reading:
Approaches 94% to 90%+
Meets 78% to 70%
Masters 48% to 45%+

Fourth Grade Math:
Approaches 89% to 90%+
Meets 71% to 70%
Masters 46% to 45%+

Fifth Grade Reading:
Approaches 91% to 90%+
Meets 78% to 70%
Masters 55% to 45%+





Fifth Grade Math:
Approaches 89% to 90%+
Meets 62% to 70%
Masters 33% to 45%+

Performance Objective 1: Provide professional learning in math and reading to improve Tier 1 instruction.

HB3 Goal

Evaluation Data Sources: Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coaches will facilitate teacher implementation of Lead4ward instructional strategies to engage student learning in math.</p> <p>Strategy's Expected Result/Impact: Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.</p> <p>Staff Responsible for Monitoring: Instructional Coach Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During planning, teachers will utilize the Lead4ward resources such as the Field Guide and IQ analysis.</p> <p>Strategy's Expected Result/Impact: Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue Reading vertical team to increase writing opportunities and enhance students' ability to approach extended constructed responses and strategies for revising and editing tasks. Create a math vertical team to align instructional strategies across all grade levels for highly tested TEKS.</p> <p>Strategy's Expected Result/Impact: Students will score at least 90% approaches, 70% meets, and at least 45% masters as measured by the 2022 STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Grade Level Teams will meet weekly with campus coaches to collaborate and plan quality Tier 1 instruction using LCISD best practices for students. K-2 will focus on Next Steps and numeracy model. 3-5 will focus on small group instruction.</p> <p>Strategy's Expected Result/Impact: Lesson plans will reflect strategies implemented and be reflected in walkthroughs.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Coaches</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Once per nine weeks, K-5th grade teachers will participate in extended planning with coaches. Strategy's Expected Result/Impact: Teachers and coaches will participate in long range planning. Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will observe coaches and consultants model best practices during instruction to increase teacher capacity in math and reading tier 1 instruction. Strategy's Expected Result/Impact: Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction. Staff Responsible for Monitoring: Instructional Coaches and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Kindergarten through 5th grade will increase fact fluency through ongoing campus and district-based numeracy assessment. Strategy's Expected Result/Impact: Students will master foundational facts before moving on to derived facts. Staff Responsible for Monitoring: Admin Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Morning announcements will include a weekly math word of the day that includes the word, definition, example sentence and a reflection piece. Strategy's Expected Result/Impact: Students will increase discourse and use math vocabulary in their everyday language. Staff Responsible for Monitoring: Instructional Coaches and librarian</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Representatives from grade levels K-3 will participate in the Guided Math Cadre by Donna Boucher. Strategy's Expected Result/Impact: Professional Learning will increase the effectiveness of small group and differentiated instruction.</p>	Formative		
	Nov	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 3: By May 2023, Third, Fourth, and Fifth grade students will score at least 90% approaches, 70% meets, and at least 45% masters as measured by the 2023 STAAR assessment.

Third Grade Reading:

Approaches 85% to 90%+

Meets 66% to 70%

Masters 43% to 45%+

Third Grade Math:

Approaches 86% to 90%+

Meets 57% to 70%

Masters 27% to 45%+

Fourth Grade Reading:

Approaches 94% to 90%+

Meets 78% to 70%

Masters 48% to 45%+

Fourth Grade Math:

Approaches 89% to 90%+

Meets 71% to 70%

Masters 46% to 45%+

Fifth Grade Reading:

Approaches 91% to 90%+

Meets 78% to 70%

Masters 55% to 45%+

Fifth Grade Math:

Approaches 89% to 90%+

Meets 62% to 70%

Masters 33% to 45%+

Performance Objective 2: Use data from multiple sources to plan and deliver differentiated small group instruction in math and reading for all learners.





HB3 Goal

Evaluation Data Sources: Lesson Plans

Summative Data

District Assessment - Benchmark

Data
 MAP Data
 GRA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize data to create small groups based upon student need to individualize instruction for students.</p> <p>Strategy's Expected Result/Impact: Using data from summative data, district assessments, MAP and GRA data teachers will create differentiated small groups.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, and Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$576.50</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will deliver Next Steps to Guided Reading small group instruction through a balanced literacy approach including a variety of literature and genres for students.</p> <p>Strategy's Expected Result/Impact: Students will receive literature rich differentiated small group instruction.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$500</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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Meets 78% to 70%

Masters 55% to 45%+

Fifth Grade Math:

Approaches 89% to 90%+

Meets 62% to 70%





Masters 33% to 45%+

Performance Objective 3: Offer enrichment/intervention opportunities to stretch students' critical thinking skills.

HB3 Goal

Evaluation Data Sources: STAAR Scores

Attendance Sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before and during school tutorials will be utilized to provide intervention in reading and math.</p> <p>Strategy's Expected Result/Impact: Students will increase critical thinking skills during tutorials.</p> <p>Staff Responsible for Monitoring: Instructional Coaches EB Specialist Teachers</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$6,266</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will offer a daily 30 minute enrichment/intervention Blazer Boost time guided by priority standards.</p> <p>Strategy's Expected Result/Impact: Students will increase knowledge of priority standards.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math coach will hold Crazy 8s math club after school, weekly for 8 weeks.</p> <p>Strategy's Expected Result/Impact: Club participants will show increase in critical thinking skills and increase in their performance level.</p> <p>Staff Responsible for Monitoring: Instructional Coach and Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May 2023, Third, Fourth, and Fifth grade students will score at least 90% approaches, 70% meets, and at least 45% masters as measured by the 2023 STAAR assessment.

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Fifth Grade Math:





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Meets 62% to 70%

Masters 33% to 45%+

Performance Objective 4: Students will be active participants in monitoring their academic understanding, progress, and achievement.

Evaluation Data Sources: Student Growth Chart

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A summative goal setting tracking chart will be utilized in grades 2-5 to set goals and track individual progress for students and classes.</p> <p>Strategy's Expected Result/Impact: Students will be active participants in their educational progress.</p> <p>Staff Responsible for Monitoring: Grades 2-5 teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Masters 55% to 45%+

Fifth Grade Math:





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Meets 62% to 70%

Masters 33% to 45%+

Performance Objective 5: Monitor Special Education failure rate at the third and ninth week of instruction.

Evaluation Data Sources: Progress Reports and Report Cards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Principal will collaborate with SpEd team twice per 9 weeks to review failure report and create an action plan for individual students.</p> <p>Strategy's Expected Result/Impact: A plan will be created for areas of support at the 6th and 9th week of instruction.</p> <p>Staff Responsible for Monitoring: Jill Nehls-Principal</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: By May 2023, Third, Fourth, and Fifth grade students will score at least 90% approaches, 70% meets, and at least 45% masters as measured by the 2023 STAAR assessment.

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Fifth Grade Math:





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Performance Objective 6: Prepare students for the online testing format.

Evaluation Data Sources: STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Mastery Connect for online summatives and assignments to prepare students for online testing and practice new item types.</p> <p>Strategy's Expected Result/Impact: Students will be prepared for online testing and practice new test item types.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional coaches will provide strategies to support the online testing format.</p> <p>Strategy's Expected Result/Impact: Students will be knowledgeable about and utilize the online tools in Mastery Connect during assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Typing Club bi-monthly during computer lab.</p> <p>Strategy's Expected Result/Impact: Students will show an increase in typing skills which will benefit online testing.</p> <p>Staff Responsible for Monitoring: Librarian</p>	Formative		
	Nov	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 4: By May 2023, Fifth grade students will score 90% approaches, 70% meets, and 45% masters as measured by the 2023 Science STAAR assessment. 2022 STAAR results 88% approaches, 55% meets, 38% masters.

Performance Objective 1: Provide professional learning in science to improve Tier 1 instruction.

Evaluation Data Sources: Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coaches will facilitate teacher implementation of Lead4ward instructional strategies to engage student learning in science.</p> <p>Strategy's Expected Result/Impact: Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.</p> <p>Staff Responsible for Monitoring: Instructional Coach Teachers Science lab teacher</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During planning, teachers will utilize the Lead4ward resources such as the Field Guide, Instructional Strategies and IQ Analysis for intentional planning/instruction.</p> <p>Strategy's Expected Result/Impact: Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.</p> <p>Staff Responsible for Monitoring: Instructional Coach Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a science vertical team to align instructional strategies across grade levels for highly tested TEKS that will meet once a semester.</p> <p>Strategy's Expected Result/Impact: Students will score at least 90% approaches, 70% meets, and at least 45% masters as measured by the 2023 STAAR assessment.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Science Lab Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Grade level teams will meet weekly with campus coaches to collaborate and plan quality Tier 1 instruction using LCISD best practices for students.</p> <p>Strategy's Expected Result/Impact: Lesson plans will reflect strategies implemented and be reflected in walkthroughs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Once a nine weeks, K-5th grade teachers will participate in extended planning.</p> <p>Strategy's Expected Result/Impact: Long range planning</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2023, Fifth grade students will score 90% approaches, 70% meets, and 45% masters as measured by the 2023 Science STAAR assessment. 2022 STAAR results 88% approaches, 55% meets, 38% masters.

Performance Objective 2: Establish a shared vision for collaboration, high expectations, and commitment to improve science academic performance.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will design lessons to incorporate daily hands-on experiences for all students. K-1: 80%, 2nd-3rd: 60%, 4th-5th: 50% (Target Group: All)</p> <p>Strategy's Expected Result/Impact: Improved experiences to enhance understanding for students.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Science Lab Teacher, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will rotate through the science lab on a bi-monthly basis as part of the specials rotation.</p> <p>Strategy's Expected Result/Impact: Improved experiences for students.</p> <p>Staff Responsible for Monitoring: Science Lab Teacher</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All science assessments grades 2-5 will have multiple stimuli focusing on students' interpretation of charts, tables, graphs, and diagrams.</p> <p>Strategy's Expected Result/Impact: Students will become familiar with multiple stimuli.</p> <p>Staff Responsible for Monitoring: Teachers and Science Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will write at least two CERs (Claim, Evidence, Reasoning) per nine weeks to practice writing across content and using science vocabulary.</p> <p>Strategy's Expected Result/Impact: Students will be able to write across content areas.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Instructional Coaches
Teachers



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: By May 2023, the number of Emergent Bilingual students scoring Advanced High in Speaking on TELPAS will increase from 9% to 13%.

Performance Objective 1: Teachers will increase speaking opportunities for all students and monitor the use of complete sentences and elaboration.





Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-5 teachers will display, model and require students to use Accountable Talk stems in all subjects during student discussion.</p> <p>Strategy's Expected Result/Impact: Increased engagement for reluctant speakers.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Emergent Bilingual Specialist will provide teacher training on Accountable Talk stems and other SIOP strategies.</p> <p>Strategy's Expected Result/Impact: Build teacher capacity to monitor student speaking progress.</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: TELPAS students in grades 1-5 will practice speaking into headset for TELPAS preparation.</p> <p>Strategy's Expected Result/Impact: Increase student familiarity with how the test is given.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: By May 2023, the number of Emergent Bilingual students scoring Advanced High in Speaking on TELPAS will increase from 9% to 13%.

Performance Objective 2: Provide support for beginner level EB students to support language acquisition.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Emergent Bilingual Specialist will work with beginner EB students in a small group setting to increase language skills.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for students to acquire the language skills to participate in a fully English curriculum.</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Bentley Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Bentley Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Crystal Bartee	Pre-K Aide	1
Joyce Castillo	Pre-K Aide	1
Stephanie Giarratano	Pre-K Aide	1

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$90,202.52
2	1	2			\$3,500.00
2	1	5			\$1,999.50
3	2	1			\$576.50
3	3	1			\$6,266.00
Sub-Total					\$102,544.52
Budgeted Fund Source Amount					\$102,544.52
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7			\$1,420.00
1	4	2			\$500.00
2	1	1			\$800.00
2	1	4			\$500.00
2	2	1			\$1,500.00
2	2	2			\$600.00
3	2	2			\$500.00
Sub-Total					\$5,820.00
Budgeted Fund Source Amount					\$5,820.00
+/- Difference					\$0.00
Grand Total Budgeted					\$108,364.52
Grand Total Spent					\$108,364.52
+/- Difference					\$0.00