

**Lamar Consolidated Independent School District**  
**Bentley Elementary**  
**2023-2024 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## 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 1216 students and continually growing. Enrollment data reveals the white student population continues to be the largest group with 31% followed by 27% Black or African American, 25% Hispanic, 12% Asian, 4% Two or More Races, and .4% American Indian. 39% of our students are economically disadvantaged, 25% of our students are receiving ESL services, and 20% 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 over 280 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 Compliance and Academics Program, and four 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 (Prioritized):** In core subject areas, Special Education students perform considerably lower than other peer groups and struggle to meet the STAAR progress measure targets as determined by the state of Texas. **Root Cause:** Lack of differentiation, background knowledge, and timely and targeted response to intervention.

# Student Learning

## Student Learning Summary

On the 2023 3rd grade Reading STAAR, students showed a 4% incline in the approaches, a 3% increase in the meets, and a 7% decrease in the masters level when compared to the 2022 3rd grade Reading STAAR results.

On the 2023 4th grade Reading STAAR, students showed a 9% decrease in the approaches, a 20% decrease in the meets, and a 21% decrease in the masters level when compared to the 2022 4th grade Reading STAAR results.

On the 2023 5th grade Reading STAAR, students showed a 2% increase in the approaches, a 4% increase in the meets, and a 2% increase in the masters level when compared to the 2022 5th grade Reading STAAR results.

On the 2023 3rd grade Math STAAR, students showed a 3% increase in the approaches, a 11% increase in the meets, and a 3% increase in the masters level when compared to the 2022 3rd grade Math STAAR results.

On the 2023 4th grade Math STAAR, students showed a 14% decrease in approaches, a 20% decrease in the meets, and a 23% decrease in the masters level when compared to the 2022 4th grade Math STAAR results.

On the 2023 5th grade Math STAAR, students showed a 1% increase in the approaches, a 9% increase in the meets, and a 1% decrease in the masters level when compared to the 2022 5th grade Math STAAR results.

On the 2023 5th grade science STAAR, 5th grade students showed a 7% decrease in the approaches, a 8% decrease in the meets, and a 15% decrease in the masters level when compared to the 2022 Science STAAR results.

## Student Learning Strengths

At the conclusion of the 2022-2023 school year, 81% of Bentley 1st grade students were reading on or above grade level. In 2nd grade, 87% of students were reading on or above grade level. In Kindergarten, 79% of students were reading on or above grade level.

5th grade reading students scored at 94% approaches, 84% meets, and 59% masters. 5th grade math students scored at 92% approaches 73% meets, and 32% masters. 44 of the 5th grade students scored a 9 or 10 on their extended constructed response.

3rd grade math students scored at 91% approaches, 68% meets, and 29% masters.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 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 meet weekly on pre-determined days with instructional coaches in order to enhance student learning. All grade level teams are given one extended planning day per month to enhance student learning. Key components of lesson plans included academic vocabulary, sentence stems, quality questioning, and lead4ward strategies. During planning, teachers focus on analyzing the TEK, writing clear objectives focusing on what students are learning and how they will be measured as well as analyzing the SEs and previously administered STAAR questions to align curriculum, instruction, and assessments.

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 and intervention provided throughout the school year during Kid Chat meetings. Kid Chats included teachers, administrators, coaches, other staff as needed. Classroom teachers were responsible for creating goals and analyzing data including reading levels, STAAR scores, grades on common assessments, 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.

All teachers are given an opportunity to observe and learn through peer observations in self identified targeted areas.

Students have an opportunity to participate in a multitude of after school enrichment opportunities such as Bentley Trailblazers, Bentley Beatz, Crazy 8 Math Club, Science Olympiad, Safety Patrol, Broadcast Team and Chess Club.

## 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 PBIS system also called The Bentley Way. PBIS program is being rolled out in 3 phases to include classroom based rewards, campus wide rewards, and a campus school store.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Through the use of the MTSS process teachers will provide both differentiated and rigorous instruction as well as targeted intervention during Blazer Boost time. **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, 82% of respondents indicated that school leaders and staff at my school are welcoming to families of all cultures. 93% of respondents indicated that our school is safe.

## Perceptions Strengths

According to the Campus Climate Survey:

- 90% of students said they were proud to attend Bentley Elementary.
- 100% of the staff know what the principal expects.
- 100% of the staff feel that the principal or other administrators provide useful feedback.
- 89% of parents feel that teachers set high learning standards.
- 89% of parents feel that there is a teacher, counselor, or other staff member to whom my student can go to for help with a school problem.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** At this time, 60% of parents felt that the administrator solved their concerns. **Root Cause:** Administration addressed the concern but didn't always communicate the resolution.

# Priority Problem Statements

**Problem Statement 1:** In core subject areas, Special Education students perform considerably lower than other peer groups and struggle to meet the STAAR progress measure targets as determined by the state of Texas.

**Root Cause 1:** Lack of differentiation, background knowledge, and timely and targeted response to intervention.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 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 2:** Lack of responsive and differentiated instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Through the use of the MTSS process teachers will provide both differentiated and rigorous instruction as well as targeted intervention during Blazer Boost time.

**Root Cause 3:** Not implementing intervention and enrichment plans with fidelity

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** At this time, 60% of parents felt that the administrator solved their concerns.

**Root Cause 4:** Administration addressed the concern but didn't always communicate the resolution.

**Problem Statement 4 Areas:** Perceptions







# Goals

Revised/Approved: October 10, 2023






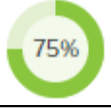




**Goal 1:** By May 2024, 90% of Bentley Elementary staff and parents will rate the overall campus quality as Outstanding resulting in an A rating as measured by the Climate Survey for Campus-Based Staff and Climate Survey for Parents/Guardians

**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><b>Strategy 1:</b> Staff will create campus norms for positive interactions among staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff responses will continue to reflect 96% or higher regarding feeling respected and supported on Staff Climate Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Bentley Staff</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will maintain and refine the Ron Clark Academy "House System" and the schoolwide PBIS system to increase positive behaviors from students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff responses will reflect a 5% increase in high expectations for students on Staff Climate Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Ron Clark Committee</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> RCA/PBIS committee will plan and implement house parties for Bentley students as well as recognizing top performers each 9-weeks for students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. Students responses will reflect a 5% increase that they strongly agree that they are proud to go to Bentley.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers from each RCA House - Friendship, Compassion, Integrity, and Determination</p>	Formative		
	Nov	Feb	June
			











Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Campus will continue a site-based PBIS team meeting quarterly to refine and promote a 3-tiered system for intervention of targeted behaviors</p> <p><b>Strategy's Expected Result/Impact:</b> A tiered behavioral system will be developed and implemented throughout the school based on the campus needs assessment 3-5 target behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team and RCA Committee and Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> RCA/PBIS committee will plan and implement 'blazer blast' parties for Bentley students each 9-weeks for students for top individual point earners. Photos of students' celebrations will also be posted to Bentley Facebook pages.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease negative student behavior through positive reinforcement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> RCA/PBIS committee will provide staff, parents, and Bentley students with the a focused skill based objective each month using the data collected from ClassCraft.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease negative behavior by building skills focused around the targeted behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Admin.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 1:** By May 2024, 90% of Bentley Elementary staff and parents will rate the overall campus quality as Outstanding resulting in an A rating as measured by the Climate Survey for Campus-Based Staff and Climate Survey for Parents/Guardians

**Performance Objective 2:** 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><b>Strategy 1:</b> Campus will send a bi-monthly parent newsletter highlighting campus activities, events, and successes.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Each grade level will create and manage a grade level newsletter and send through email and via Canvas to communicate with parents weekly. They will also use social media (Bentley Facebook pages) to highlight activities on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Librarian will maintain campus website.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will reflect a growth from 73% to 78% increase in being informed about activities, workshops, and other events as indicated on the Parent Climate Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, teachers, EB facilitator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will return and input grades in the gradebook within five school days for all minor and major grades.</p> <p><b>Strategy's Expected Result/Impact:</b> From 70 to 75% of parents will strongly agree or agree that teachers give timely and helpful feedback on student's schoolwork.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Schoolwide communication will be sent to parents before every Standard Response Protocol (SRP) <b>Strategy's Expected Result/Impact:</b> From 79 to 85% of parents will strongly agree or agree that they are aware of the Standard Response Protocol (SRP) at Bentley. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Problem Statements:</b> Perceptions 1	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> All incoming families will receive a welcome video and a welcome email including standard procedures and campus expectations. <b>Strategy's Expected Result/Impact:</b> From 82% to 87% of parents will agree or strongly agree that school leaders and staff are welcoming to families of all cultures and religions. <b>Staff Responsible for Monitoring:</b> Core Team	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> All administrators will follow-up within the first 24 hours of parent contact and continue to update as situations are resolved. <b>Strategy's Expected Result/Impact:</b> From 60% to 70% of parents will agree or strongly agree that school administrators resolved their concerns. <b>Staff Responsible for Monitoring:</b> Admin  <b>Problem Statements:</b> Perceptions 1	Formative		
	Nov	Feb	June
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> At this time, 60% of parents felt that the administrator solved their concerns. <b>Root Cause:</b> Administration addressed the concern but didn't always communicate the resolution.

**Goal 1:** By May 2024, 90% of Bentley Elementary staff and parents will rate the overall campus quality as Outstanding resulting in an A rating as measured by the Climate Survey for Campus-Based Staff and Climate Survey for Parents/Guardians

**Performance Objective 3:** Develop an environment of cultural responsiveness.








**Evaluation Data Sources:** The student's climate survey










Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Character Counts and library lessons will include an element of cultural diversity and celebration.  <b>Strategy's Expected Result/Impact:</b> From 77 to 83% of students will believe racial tension is not a major problem at school.  <b>Staff Responsible for Monitoring:</b> School Counselors                      Librarian</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue annual cultural festival to showcase the diversity represented on our campus.  <b>Strategy's Expected Result/Impact:</b> Increase from 90 to 95% the number of students who agree or strongly agree that school leaders and staff at my school are welcoming to all races/ ethnicities.  <b>Staff Responsible for Monitoring:</b> School Counselors, EB facilitator, and the International Festival Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Recognize and celebrate different aspects of cultures within our school through hallway displays, morning announcements, read alouds, and station activities.  <b>Staff Responsible for Monitoring:</b> Librarian</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                           Accomplished                           Continue/Modify                           Discontinue			

**Goal 2:** By May 2024, 85% 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><b>Strategy 1:</b> Provide professional learning in Next Steps Guided Reading instruction and how to administer GRA and Running Record assessments for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect NSGR strategies implemented during small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Contracted Guided Reading Facilitator and Literacy Coach</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PK-2 teachers will observe colleagues during small groups to increase teacher capacity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Literacy Coach, Teachers, paras</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$127,891.03</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> New K-3 teachers will participate in Region 4 Reading Academics Cohort.</p> <p><b>Strategy's Expected Result/Impact:</b> All artifacts turned in and grades posted by Region 4.</p> <p><b>Staff Responsible for Monitoring:</b> K-3 Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide professional learning opportunities to new PK-1st Teachers on the different components of CLI and Heggerty Phonemic Awareness to build teacher capacity in the area of phonemic awareness instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance by 10% on CLI Decrease by 5% the number of 1st Grade students flagged on the dyslexia screenr</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Literacy Coach</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Guide teachers in implementing a new explicit, systematic phonics program, UFLI, to build foundational reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Build students' ability to decode unfamiliar words.</p> <p><b>Staff Responsible for Monitoring:</b> Literacy Coach</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			













**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Lack of responsive and differentiated instruction.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Through the use of the MTSS process teachers will provide both differentiated and rigorous instruction as well as targeted intervention during Blazer Boost time. <b>Root Cause:</b> Not implementing intervention and enrichment plans with fidelity</p>

**Goal 2:** By May 2024, 85% 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		
<p><b>Strategy 1:</b> Increase number of books in classroom libraries and access to digital literacy resources.  <b>Strategy's Expected Result/Impact:</b> Utilization of best practices checklist during walkthroughs.  <b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement and utilize the "Home Connection" from the UFLI Phonics Reading Program for all students in K-2 to increase opportunities for repeated practice and connected, decodable text..  <b>Strategy's Expected Result/Impact:</b> Increased exposure to grade-level texts and decodables  <b>Staff Responsible for Monitoring:</b> Teachers, Literacy Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers check out and use leveled readers and decodables from the literacy library for small group instruction and student practice.  <b>Strategy's Expected Result/Impact:</b> Students will be exposed to various text structures and genres. Decoding and fluency will improve.  <b>Staff Responsible for Monitoring:</b> Teachers, Literacy Coach, Librarian</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** By May 2024, 85% 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><b>Strategy 1:</b> Teachers will communicate student reading progress after each GRA assessment and/or reading skills assessments.  <b>Strategy's Expected Result/Impact:</b> Parents will receive timely notification of assessment results for their child's reading progress.  <b>Staff Responsible for Monitoring:</b> Teachers, Literacy Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers and the Literacy Coach will provide "parent tips" focusing on supporting early readers with suggested resources for students.  <b>Strategy's Expected Result/Impact:</b> Increase in GRA reading levels and student reading engagement  <b>Staff Responsible for Monitoring:</b> Literacy Coach, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> K-1 teachers will provide parents grade-level specific checklists including letter identification and letter-sound recognition at each nine weeks.  <b>Strategy's Expected Result/Impact:</b> Increase student GRA reading levels  <b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			



**Goal 2:** By May 2024, 85% 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><b>Strategy 1:</b> Campus teachers will utilize a school-wide intervention time to enrich all students by intervening upon and accelerating learning based on students needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student progress toward personal goals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Resources for Intervention - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$6,369</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase GRA levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Literacy Coach</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will discuss students that are struggling in reading during MTSS meetings and develop intervention plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase in their reading abilities as a result of the intervention provided.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, coaches, admin</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**

## School Processes & Programs


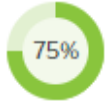





**Problem Statement 1:** Through the use of the MTSS process teachers will provide both differentiated and rigorous instruction as well as targeted intervention during Blazer Boost time. **Root Cause:** Not implementing intervention and enrichment plans with fidelity














**Goal 3:** By May 2024, the percentage of 3rd grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

By May 2024, the percentage of 4th grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

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

**Evaluation Data Sources:** Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Coaches will facilitate teacher implementation of Lead4ward instructional strategies to engage student learning in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> During planning, math and ELAR teachers will utilize the Lead4ward resources such as the Field Guide and IQ analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR question stems and appropriate rigor will be assessed on daily grades and NW Summatives.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue reading vertical team to increase writing opportunities and enhance students' ability to approach extended constructed responses and strategies for revising and editing tasks.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve their score by at least 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect high quality teaching strategies and be reflected in walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers will observe coaches and colleagues model best practices during instruction to increase teacher capacity in math and reading Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches and Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Morning announcements will include a weekly math and reading word of the day that includes the word, definition, example sentence and a reflection piece.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase discourse and use math and ELAR vocabulary in their everyday language.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches and librarian</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**



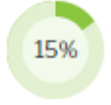


Demographics
<p><b>Problem Statement 1:</b> In core subject areas, Special Education students perform considerably lower than other peer groups and struggle to meet the STAAR progress measure targets as determined by the state of Texas. <b>Root Cause:</b> Lack of differentiation, background knowledge, and timely and targeted response to intervention.</p>
Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Lack of responsive and differentiated instruction.</p>








**Goal 3:** By May 2024, the percentage of 3rd grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

By May 2024, the percentage of 4th grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

**Performance Objective 2:** Use data from multiple sources to plan and deliver differentiated small group instruction in math and reading during the 30 minute ELT time for all learners.

**Evaluation Data Sources:** Lesson Plans  
 Summative Data  
 District Assessment - Benchmark  
 Data  
 MAP Data  
 GRA

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will utilize Summative data to create intervention groups based upon student need to individualize instruction for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Using data from summatives, teachers will create differentiated small groups based on student need and low TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, and Instructional Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize MAP data to create small groups based upon student need to individual instruction for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can use the Learning Continuum Report to determine students' next steps in teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will utilize the Fall and Spring Benchmark data to create small groups based upon student need to individualized instruction for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and coaches will use Benchmark data to plan targeted small group instruction based on low TEKS and process standards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> A math and reading tutor will work on targeted TEKS with STAAR grade level students in need of intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Tutors will work with students to increase mastery on TEKS objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</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 2024, the percentage of 3rd grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

By May 2024, the percentage of 4th grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

**Performance Objective 3:** 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will be active participants in their educational progress.</p> <p><b>Staff Responsible for Monitoring:</b> Grades 2-5 teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> A MAP goal setting tracking chart will be utilized in grades 2-5 to set goals and track individual progress for students and classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will set goals and monitor growth at MOY and EOY.</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will complete a TEKs based chart to show their mastery and areas of growth following the two Benchmarks. (Stop and Go Chart)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will identify growth areas and work towards mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Coaches</p>	Formative		
	Nov	Feb	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** By May 2024, the percentage of 3rd grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.







By May 2024, the percentage of 4th grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

**Performance Objective 4:** Prepare students for the online testing format.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Eduphoria for online summatives and assignments to prepare students for online testing and practice new item types in grades 2-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be prepared for online testing and practice new test item types.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional coaches will provide strategies to support the online testing format.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be knowledgeable about and utilize the online tools in Eduphoria during assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize Typing Club bi-monthly during computer lab.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show an increase in typing skills which will benefit online testing.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian and Computer Lab Aide</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Classroom and Special Education teachers will demonstrate how to use the accommodation tools specified for students' individualized education plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be familiar with all testing tools that are available to them.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**














Demographics
<p><b>Problem Statement 1:</b> In core subject areas, Special Education students perform considerably lower than other peer groups and struggle to meet the STAAR progress measure targets as determined by the state of Texas. <b>Root Cause:</b> Lack of differentiation, background knowledge, and timely and targeted response to intervention.</p>

**Goal 3:** By May 2024, the percentage of 3rd grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

By May 2024, the percentage of 4th grade students scoring at Approaches, Meets, and Masters on STAAR in ELAR and Math in 2023 will increase by at least 5% on the 2024 STAAR.

**Performance Objective 5:** Teachers in a resource/inclusion setting will utilize differentiation strategies to meet the individual needs of each student as outlined in the student IEP.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide ongoing professional learning opportunities to general education and SPED teachers on academic strategies and differentiation for students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will grow in their ability to provided differentiation based on student disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> General education teachers, special education teachers, and instructional coaches will collaborate to ensure campus has an understanding of testing strategies and are effectively implementing strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will implement testing strategies on all assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Effectively monitor the implementation and documentation of IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be successful on grade level assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 5 Problem Statements:**








**Demographics**








**Problem Statement 1:** In core subject areas, Special Education students perform considerably lower than other peer groups and struggle to meet the STAAR progress measure targets as determined by the state of Texas. **Root Cause:** Lack of differentiation, background knowledge, and timely and targeted response to intervention.

**Goal 4:** By May 2024, the overall percentage of Fifth grade students at Approaches, Meets, and Masters on Science STAAR will increase by at least 5%.

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

**Evaluation Data Sources:** Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Coaches will facilitate teacher implementation of Lead4ward instructional strategies to engage student learning in science. Other Lead4ward resources such as the Field Guide and IQ Analysis will be used for intentional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Teachers Science lab teacher</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a science vertical team to align instructional strategies across grade levels for highly tested TEKS that will meet once a semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show at least a 5% increase on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Science Lab Teacher</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade level teams will meet weekly with campus coaches to collaborate and plan quality Tier 1 instruction using the 5E Model and LCISD best practices for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect strategies implemented and be reflected in walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Once a nine weeks, K-5th grade teachers will participate in extended planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Long range planning</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

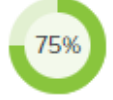







**Performance Objective 1 Problem Statements:**







Demographics
<p><b>Problem Statement 1:</b> In core subject areas, Special Education students perform considerably lower than other peer groups and struggle to meet the STAAR progress measure targets as determined by the state of Texas. <b>Root Cause:</b> Lack of differentiation, background knowledge, and timely and targeted response to intervention.</p>
Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Lack of responsive and differentiated instruction.</p>

**Goal 4:** By May 2024, the overall percentage of Fifth grade students at Approaches, Meets, and Masters on Science STAAR will increase by at least 5%.

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

**Evaluation Data Sources:** None

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved experiences to enhance understanding for students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Science Lab Teacher, Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will rotate through the science lab on a bi-monthly basis as part of the specials rotation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved experiences for students.</p> <p><b>Staff Responsible for Monitoring:</b> Science Lab Teacher</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All science assessments grades 2-5 will have multiple stimuli focusing on students' interpretation of charts, tables, graphs, and diagrams.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become familiar with multiple stimuli.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Science Coach</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Science terms and concepts will be visible in the building with the use of hallway instructional displays, academic terms and real life examples and experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build background science knowledge and familiarity with science terms.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Science Lab teacher</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			












**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Lack of responsive and differentiated instruction.</p>

**Goal 4:** By May 2024, the overall percentage of Fifth grade students at Approaches, Meets, and Masters on Science STAAR will increase by at least 5%.

**Performance Objective 3:** Prepare students for the online testing format.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Eduphoria for online summatives and assignments to prepare students for online testing and practice new test item types.  <b>Strategy's Expected Result/Impact:</b> Students will be prepared for online testing and practice new item types.  <b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will write at least three CERs (Claim, Evidence, Reasoning) per nine weeks to practice writing across content and using science vocabulary.  <b>Strategy's Expected Result/Impact:</b> Students will be able to write across content areas.  <b>Staff Responsible for Monitoring:</b> Instructional Coaches            Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will answer SCR (Short Constructed Response) questions using a specific strategy to ensure both parts of the question are answered.  <b>Strategy's Expected Result/Impact:</b> Students will be able to answer scientific questions on daily grades and NW Summatives.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 5:** By May 2024, the number of Emergent Bilingual students exiting the program will increase by 5%.

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











**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> K-5 teachers will display, model and require students to use Accountable Talk stems in all subjects during student discussion with academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement for reluctant speakers.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TELPAS students in grades 1-5 will practice speaking into headset and typing responses for TELPAS preparation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student familiarity with how the test is given.</p> <p><b>Staff Responsible for Monitoring:</b> EB specialist, and teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Specific feedback will be provided to teachers after classroom observations of language usage and print rich environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in language usage and print rich environment</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist, administrators, and instructional coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 5:** By May 2024, the number of Emergent Bilingual students exiting the program will increase by 5%.










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

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Emergent Bilingual team will meet with beginner EB students in a small group setting to increase language skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase opportunities for students to acquire the language skills to participate in a fully English curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist. EB paraprofessional</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide teachers with newcomer strategies such as newcomer questionnaire, resources, and training for newcomers.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teacher capacity to meet the needs of an EB student that is new to the country</p> <p><b>Staff Responsible for Monitoring:</b> EB specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase the amount of resources specifically for newcomers to build their language skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase opportunities for students to acquire the language skills to participate in a fully English curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> EB specialist and EB paraprofessional</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** By May 2024, the number of Emergent Bilingual students exiting the program will increase by 5%.

**Performance Objective 3:** Provide professional learning for teachers to improve instruction for EB students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase the knowledge of teachers of EB students to set realistic language accommodations by meeting with them three times per year.</p> <p><b>Strategy's Expected Result/Impact:</b> Accommodations will be implemented and reflected in walkthroughs and observations.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist and teachers</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use the EB Linguistic Accommodations tracker to monitor and set goals for their EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will grow in their annual TELPAS rating.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and EB Specialist</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Emergent Bilingual Specialist will provide teacher training on TELPAS question types.</p> <p><b>Strategy's Expected Result/Impact:</b> Build teacher capacity to understand the TELPAS requirements of their EB students</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist</p> <p><b>ESF Levels:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
<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>			

# State Compensatory

## Budget for Bentley Elementary

Total SCE Funds: \$134,260.23

Total FTEs Funded by SCE: 4

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

Pre-k Aide (4)

## Personnel for Bentley Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawn Tristan	PK Aide	1
Emma Thom	PK Aide	1
Joyce Castillo	PK Aide	1
Shafeq Ahmed	PK Aide	1

# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Pre-K Personnel		\$127,891.03
2	4	1	Resources for Intervention		\$6,369.00
<b>Sub-Total</b>					\$134,260.03
<b>Budgeted Fund Source Amount</b>					\$134,260.03
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$134,260.03
<b>Grand Total Spent</b>					\$134,260.03
<b>+/- Difference</b>					\$0.00