Lamar Consolidated Independent School District Bentley Elementary 2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Goals	8
Goal 1: By May 2025, Bentley Elementary parents will rate the overall campus quality of education as an A, increasing from 59% to 65% as measured by the annual Campus Climate Survey.	8
Goal 2: By May 2025, 85% of Kindergarten students will be at a level 3 or above on Phonics and Word Recognition as measured by the MAP Fluency Assessment. By May 2025, 60% of First and Second grade students will reach Meets Expecatations on the Oral Reading as measured by the MAP Fluency Assessment.	12
Goal 3: 3rd, 4th, and 5th grade students will score 93% Approaches, 70% Meets, and 30% Masters on the Spring 2025 Math STAAR Test. 3rd, 4th, and 5th grade students will score 93% Approaches, 75% Meets, and 45% Masters on Spring 2025 Reading STAAR Test.	16
Goal 4: Fifth grade students will increase their Science score from 81%, 45%, and 24% to 86% Approaches, 50% Meets, and 29% Masters on Spring 2025 Science STAAR.	23
Goal 5: By May 2025, 15% of Bentley Emergent Bilingual students will score advanced high on their TELPAS composite resulting in exiting the ESL program.	28
State Compensatory	31
Budget for Bentley Elementary	31
Personnel for Bentley Elementary	31
Campus Funding Summary	32

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 800 students and continually growing. Enrollment data shows our population is 30.79% Black or African American, 26.85% White, 24.38% Hispanic, 13.71% Asian, 4.02% Two or More Races, and .016% American Indian. 42.53% of our students are economically disadvantaged, 25% of our students are receiving ESL services, and 16.42% 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 35 languages are represented throughout our campus, with over 200 Emergent Bilingual students. 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, three Compliance and Academics Program, and three full day Pre-K classrooms. During the 2024-2025 school year, our campus has one PreK and one Kinder Bilingual class. 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, targeted response to intervention.

Problem Statement 2: In grades 3-5, African American students are underperforming their white counterparts in Masters in math. **Root Cause:** Lack of fact fluency and foundational numeracy

Student Learning

Student Learning Summary

On the 2024 3rd grade Reading STAAR, students showed a 3% incline in the approaches, a 10% increase in the meets, and a 9% increase in the masters level when compared to the 2023 3rd grade Reading STAAR results.

On the 2024 4th grade Reading STAAR, students showed a 4% increase in the approaches, a 11% increase in the meets, and a 12% increase in the masters level when compared to the 2023 4th grade Reading STAAR results.

On the 2024 5th grade Reading STAAR, students showed a 7% decrease in the approaches, a 10% decrease in the meets, and a 12% decrease in the masters level when compared to the 2023 5th grade Reading STAAR results.

On the 2024 3rd grade Math STAAR, students showed an 11% increase in the meets and a 2% increase in the masters level when compared to the 2023 3rd grade Math STAAR results.

On the 2024 4th grade Math STAAR, students showed a 9% increase in approaches, an 11% increase in the meets, and a 2% increase in the masters level when compared to the 2023 4th grade Math STAAR results.

On the 2024 5th grade Math STAAR, students showed a 4% decrease in the approaches, a 14% decrease in the meets, and a 8% decrease in the masters level when compared to the 2023 5th grade Math STAAR results.

On the 2024 5th grade Science STAAR, 5th grade students showed a 4% decrease in the meets and a 1% decrease in the masters level when compared to the 2023 Science STAAR results.

Student Learning Strengths

At the conclusion of the 2023-2024 school year, 81% of Bentley Kindergarten students were reading on or above grade level, 79% of First Grade students were reading on or above grade level, and 86% of Second Grade students were reading on or above grade level.

3rd grade reading students scored at 93% approaches, 80% meets, and 45% masters. In 3rd Grade, 47% of our students scored a 7, 8, 9, or 10 on their STAAR Reading Extended Constructed Response. Bentley students in grades 3-5 scored above the state and district average on the Extended Constructed Response on the 2024 Reading STAAR.

3rd grade math students scored at 91% approaches 69% meets, and 31% 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.
- 98% of the staff agree or strongly agree that our principal and assistant principal make decisions for the student best interest, encourage staff and provide useful feedback.
- 96% of the staff agree or strongly agree that Bentley is a positive work environment.
- 90% of parents rated Bentley as an overall A or B campus.
- 79% of parents feel that their student receives support to meet their individual needs.

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, 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

Goal 1: By May 2025, Bentley Elementary parents will rate the overall campus quality of education as an A, increasing from 59% to 65% as measured by the annual Campus 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	For	Formative Reviews	
trategy 1: Staff will create campus norms for positive interactions among staff.		Formative	
Strategy's Expected Result/Impact: Staff responses will continue to reflect 96% or higher regarding feeling respected and supported on Staff Climate Survey.	Feb	Apr	June
Staff Responsible for Monitoring: Bentley Staff			
Strategy 2 Details	For	Formative Reviews	
Strategy 2: Staff will maintain and refine the PBIS "House System" to increase positive behaviors from students.		Formative	
Strategy's Expected Result/Impact: Staff responses will reflect a 5% increase in high expectations for students on Staff Climate Survey.	Feb	Apr	June
Staff Responsible for Monitoring: PBIS Committee			
Strategy 3 Details	For	Formative Reviews	
Strategy 3: PBIS committee will plan and implement house parties for Bentley student each 9 weeks as well as recognizing House Captains		Formative	
each week.	Feb	Apr	June
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. Students responses will reflect a 5% increase that they strongly agree that they are proud to go to Bentley.			
Staff Responsible for Monitoring: Teachers from each PBIS House - Friendship, Compassion, Integrity, and Determination			

Strategy 4 Details	For	mative Rev	iews	
Strategy 4: Campus will continue a site-based PBIS team meeting quarterly to refine and promote a 3-tiered system for intervention of		Formative		
targeted behaviors	Feb	Apr	June	
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.		-		
Staff Responsible for Monitoring: PBIS Team and Counselors				
Strategy 5 Details	Foi	mative Rev	iews	
Strategy 5: PBIS committee will plan and implement 'blazer blast' parties for Bentley students each 9-weeks for students for top individual oint earners. Photos of students' celebrations will also be posted to Bentley Facebook pages.	Formative			
	Feb	Apr	June	
Strategy's Expected Result/Impact: Decrease negative student behavior through positive reinforcement. Staff Responsible for Monitoring: Admin				
Strategy 6 Details	For	mative Rev	iews	
Strategy 6: RCA/PBIS committee will provide staff, parents, and Bentley students with the a focused skill based objective each month using		Formative		
4 1 4 10 1 4 10 1 4 1 4	Feb	Apr	June	
the data collected from an electronic token system. Strategy's Expected Result/Impact: Decrease negative behavior by building skills focused around the targeted behaviors.		-		

Goal 1: By May 2025, Bentley Elementary parents will rate the overall campus quality of education as an A, increasing from 59% to 65% as measured by the annual Campus Climate Survey.

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	For	Formative Reviews		
Strategy 1: Campus will send a bi-monthly parent newsletter highlighting campus activities, events, and successes.		Formative		
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.	Feb	Apr	June	
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Each grade level will create and manage a grade level newsletter and send through email and via Canvas to communicate with		Formative		
parents weekly. They will also use social media (Bentley Facebook pages) to highlight activities on a weekly basis. Strategy's Expected Result/Impact: 90% of parents will agree or strongly agree they were given useful information about how to help	Feb	Apr	June	
their child do well in school. Staff Responsible for Monitoring: Teachers and Administration				
Strategy 3 Details	For	Formative Reviews		
Strategy 3: Librarian will maintain campus website.		Formative		
Strategy's Expected Result/Impact: Parents will reflect a growth from 85% to 90% increase in being informed about activities, workshops, and other events as indicated on the Parent Climate Survey.	Feb	Feb Apr J		
Staff Responsible for Monitoring: Librarian, Teachers, EB Facilitator				
Strategy 4 Details	For	mative Rev	<u>l</u> iews	
Strategy 4: Teachers will return and input grades in the gradebook within five school days for all minor and major grades.		Formative		
Strategy's Expected Result/Impact: From 85% to 90% of parents will strongly agree or agree teachers keep parents informed of their child's academic progress.	Feb Apr Ju			
Staff Responsible for Monitoring: Teachers and Administrators				
No Progress Continue/Modify Discontinue)	ı	1	

Goal 1: By May 2025, Bentley Elementary parents will rate the overall campus quality of education as an A, increasing from 59% to 65% as measured by the annual Campus Climate Survey.

Performance Objective 3: Develop an environment of cultural responsiveness.

Evaluation Data Sources: The student's climate survey

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

Goal 2: By May 2025, 85% of Kindergarten students will be at a level 3 or above on Phonics and Word Recognition as measured by the MAP Fluency Assessment.

By May 2025, 60% of First and Second grade students will reach Meets Expecatations on the Oral Reading as measured by the MAP Fluency Assessment.

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

Evaluation Data Sources: MAP Fluency

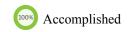
UFLI

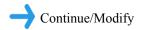
Next Steps to Guided Reading strategies embedded into lesson plans

Teacher Observation Reflection Rubrics

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide professional learning in UFLI Reading instruction and how to administer MAP Fluency assessments for students.		Formative	
Strategy's Expected Result/Impact: Lesson plans will reflect UFLI and NSGR strategies implemented during small group instruction. Staff Responsible for Monitoring: Instructional Coach and District Coordinator	Feb	Apr	June
Strategy 2 Details	For	mative Revi	ews
trategy 2: PK-2 teachers will observe colleagues during small groups to increase teacher capacity.		Formative	
Strategy's Expected Result/Impact: Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.	Feb	Apr	June
Staff Responsible for Monitoring: Literacy Coach ,Teachers, paras			
Funding Sources: Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$94,066			
Strategy 3 Details	For	mative Revi	ews
Strategy 3: Provide professional learning opportunities for new PK-1st Teachers on the different components of CLI and Heggerty Phonemic		Formative	
Awareness to build teacher capacity in the area of phonemic awareness instruction.	Feb	Apr	June
Strategy's Expected Result/Impact: Increased performance by 10% on CLI Decrease by 5% the number of 1st Grade students flagged on the dyslexia screenr			
Staff Responsible for Monitoring: Principal, Instructional Coach			
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Guide teachers in implementing explicit, systematic phonics program, UFLI, to build foundational reading skills.		Formative	
Strategy's Expected Result/Impact: Build students' ability to decode unfamiliar words.	Feb	Apr	June
Staff Responsible for Monitoring: Instructional Coach			









Goal 2: By May 2025, 85% of Kindergarten students will be at a level 3 or above on Phonics and Word Recognition as measured by the MAP Fluency Assessment.

By May 2025, 60% of First and Second grade students will reach Meets Expecatations on the Oral Reading as measured by the MAP Fluency Assessment.

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

Evaluation Data Sources: Teacher inventory survey.

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

Goal 2: By May 2025, 85% of Kindergarten students will be at a level 3 or above on Phonics and Word Recognition as measured by the MAP Fluency Assessment.

By May 2025, 60% of First and Second grade students will reach Meets Expecatations on the Oral Reading as measured by the MAP Fluency Assessment.

Performance Objective 3: Increase differentiation by providing timely intervention and enrichment for all K-2 readers.

Evaluation Data Sources: MAP Fluency, UFLI, MAP Growth (1st-2nd Grades)

Strategy 1 Details	For	rmative Rev	iews	
gy 1: Campus teachers will utilize a school-wide intervention time to enrich all students by intervening upon and accelerating learning		Formative		
based on students needs. Strategy's Expected Result/Impact: Increase student progress toward personal goals Staff Responsible for Monitoring: Teachers	Feb	Apr	June	
Funding Sources: Resources for Intervention - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$9,174	L			
Strategy 2 Details	For	Formative Reviews		
Strategy 2: Teachers will share their class MAP Fluency data with the principal and the instructional coach each time students are assessed	Formative			
with MAP Fluency. An action plan for students not accelerating will be created and implemented.	Feb	Apr	June	
Strategy's Expected Result/Impact: Increase Reading levels Staff Responsible for Monitoring: Principal and Instructional Coach	ı			
Strategy 3 Details	Foi	Formative Reviews		
Strategy 3: Teachers will discuss students that are struggling in reading during MTSS meetings and develop intervention plans.		Formative		
Strategy's Expected Result/Impact: Students will increase in their reading abilities as a result of the intervention provided. Staff Responsible for Monitoring: Teachers, coaches, admin	Feb	Apr	June	
No Progress Accomplished	;			

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

Evaluation Data Sources: Lesson Plans

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Coaches will facilitate teacher implementation of Lead4ward instructional strategies to engage student learning in math.		Formative	
Strategy's Expected Result/Impact: Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.	Feb	Apr	June
Staff Responsible for Monitoring: Instructional Coach Teachers			
Strategy 2 Details	For	rmative Rev	iews
Strategy 2: During planning, math and ELAR teachers will utilize the Lead4ward resources such as the Field Guide and IQ analysis.		Formative	
Strategy's Expected Result/Impact: STAAR question stems and appropriate rigor will be assessed on daily grades and NW Summatives.	Feb	Apr	June
Staff Responsible for Monitoring: Instructional Coaches Teachers			
Strategy 3 Details	For	rmative Rev	iews
Strategy 3: Continue reading vertical team to increase writing opportunities and enhance students' ability to approach extended constructed		Formative	
responses and strategies for revising and editing tasks.	Feb	Apr	June
Strategy's Expected Result/Impact: Students will improve their score by at least 5%. Staff Responsible for Monitoring: Teachers and Instructional Coaches			
Strategy 4 Details	For	rmative Rev	iews
Strategy 4: Grade Level Teams will meet weekly with campus coaches to collaborate and plan quality Tier 1 instruction using LCISD best	Formative		
practices for students.	Feb	Apr	June
Strategy's Expected Result/Impact: Lesson plans will reflect high quality teaching strategies and be reflected in walkthroughs. Staff Responsible for Monitoring: Teachers and Instructional Coaches			

Strategy 5 Details	For	rmative Rev	iews
Strategy 5: Teachers will observe coaches and colleagues model best practices during instruction to increase teacher capacity in math and		Formative	
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	Feb	Apr	June
Strategy 6 Details Strategy 6: Morning announcements will include a weekly math and reading word of the day that includes the word, definition, example	Formative Reviews Formative		
sentence and a reflection piece. Strategy's Expected Result/Impact: Students will increase discourse and use math and ELAR vocabulary in their everyday language. Staff Responsible for Monitoring: Instructional Coaches and librarian	Feb	Apr	June
No Progress Continue/Modify X Discontinue	e		

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.

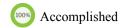
Evaluation Data Sources: Lesson Plans Summative Data District Assessment - Benchmark Data MAP Data GRA

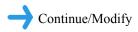
Strategy 1 Details	Formative Reviews			
Strategy 1: Teachers will utilize Summative data to create intervention groups based upon student need to individualize instruction for		Formative		
students.	Feb	Apr	June	
Strategy's Expected Result/Impact: Using data from summatives, teachers will create differentiated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

Strategy 4 Details	For	Formative Reviews	
Strategy 4: A math and reading tutor will work on targeted TEKS with STAAR grade level students in need of intervention.		Formative	
Strategy's Expected Result/Impact: Tutors will work with students to increase mastery on TEKS objectives.	Feb	Apr	June
Staff Responsible for Monitoring: Instructional Coaches			
TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 2: Strategic Staffing			



% No Progress







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	For	rmative Rev	iews
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	Formative		
classes. Structurally Expected Desult/Impacts Students will be active neutralinents in their advectional progress.	Feb	Apr	June
Strategy's Expected Result/Impact: Students will be active participants in their educational progress. Staff Responsible for Monitoring: Grades 2-5 teachers			
Strategy 2 Details	For	rmative Rev	iews
Strategy 2: A MAP goal setting tracking chart will be utilized in grades 2-5 to set goals and track individual progress for students and classes.		Formative	
Strategy's Expected Result/Impact: Students will set goals and monitor growth at MOY and EOY.		Apr	June
Strategy 3 Details	For	rmative Rev	iews
Strategy 3: Students will complete a TEKs based chart to show their mastery and areas of growth following the two Benchmarks. (Stop and		Formative	
Go Chart) Strategy's Expected Result/Impact: Students will identify growth areas and work towards mastery. Staff Responsible for Monitoring: Teachers and Coaches		Apr	June
No Progress ON Accomplished Continue/Modify X Discontinue	,		

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

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Eduphoria for online summatives and assignments to prepare students for online testing and practice new item types in	Formative		
grades 2-5. Strategy's Expected Result/Impact: Students will be prepared for online testing and practice new test item types. Staff Responsible for Monitoring: Teachers, Instructional Coaches	Feb	Apr	June
Strategy 2 Details	Fo	rmative Rev	iews
Strategy 2: Instructional coaches will provide strategies to support the online testing format.		Formative	
Strategy's Expected Result/Impact: Students will be knowledgeable about and utilize the online tools in Eduphoria during assessments.	Feb	Apr	June
Staff Responsible for Monitoring: Instructional Coaches			
Strategy 3 Details	Fol	rmative Rev	iews
Strategy 3: Utilize Typing Club bi-monthly during computer lab.		Formative	
Strategy's Expected Result/Impact: Students will show an increase in typing skills which will benefit online testing. Staff Responsible for Monitoring: Librarian and Computer Lab Aide		Apr	June
Strategy 4 Details	Fol	rmative Rev	iews
Strategy 4: Classroom and Special Education teachers will demonstrate how to use the accommodation tools specified for students'		Formative	
individualized education plan.	Feb	Apr	June
Strategy's Expected Result/Impact: Students will be familiar with all testing tools that are available to them. Staff Responsible for Monitoring: Teachers			
No Progress Continue/Modify Discontinue	;	•	•

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		iews
Strategy 1: Provide ongoing professional learning opportunities to general education and SPED teachers on academic strategies and		Formative	
differentiation for students with disabilities. Strategy's Expected Result/Impact: Teachers will grow in their ability to provided differentiation based on student disabilities. Staff Responsible for Monitoring: Administration		Apr	June
Strategy 2 Details	For	mative Rev	iews
Strategy 2: General education teachers, special education teachers, and instructional coaches will collaborate to ensure campus has an		Formative	
understanding of testing strategies and are effectively implementing strategies.	Feb	Apr	June
Strategy's Expected Result/Impact: Students will implement testing strategies on all assessments. Staff Responsible for Monitoring: Teachers			
Strategy 3 Details	For	rmative Rev	iews
Strategy 3: Effectively monitor the implementation and documentation of IEPs.		Formative	
Strategy's Expected Result/Impact: Students will be successful on grade level assessments. Staff Responsible for Monitoring: Teachers	Feb	Apr	June
No Progress Accomplished — Continue/Modify X Discontinue	ie		

Goal 4: Fifth grade students will increase their Science score from 81%, 45%, and 24% to 86% Approaches, 50% Meets, and 29% Masters on Spring 2025 Science STAAR.

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

Evaluation Data Sources: Lesson Plans

Strategy 1 Details	Formative Reviews		ews	
Strategy 1: Coaches will facilitate teacher implementation of Lead4ward instructional strategies to engage student learning in science. Other	Formative			
Lead4Ward resources such as the Field Guide and IQ Analysis will be used for intentional planning.	Feb	Apr	June	
Strategy's Expected Result/Impact: Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.				
Staff Responsible for Monitoring: Instructional Coach				
Teachers				
Science lab teacher				
Strategy 2 Details	For	rmative Revi	lews	
Strategy 2: Create a science vertical team to align instructional strategies across grade levels for highly tested TEKS that will meet once a	Formative			
semester.	Feb	Apr	June	
Strategy's Expected Result/Impact: Students will show at least a 5% increase on STAAR.				
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Science Lab Teacher				
ESF Levers:				
Lever 5: Effective Instruction				
Strategy 3 Details	For	rmative Revi	ews	
Strategy 3: Grade level teams will meet weekly with campus coaches to collaborate and plan quality Tier 1 instruction using the 5E Model		Formative		
and LCISD best practices for students.	Feb	Apr	June	
Strategy's Expected Result/Impact: Lesson plans will reflect strategies implemented and be reflected in walkthroughs.		-		
Staff Responsible for Monitoring: Teachers, Instructional Coach				
ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

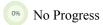
Strategy 4 Details	For	mative Revi	ews
Strategy 4: Once a nine weeks, K-5th grade teachers will participate in extended planning.		Formative	
Strategy's Expected Result/Impact: Long range planning	Feb	Apr	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches			
ESF Levers: Lever 1: Strong School Leadership and Planning			
No Progress Accomplished — Continue/Modify X Discontinue	e		

Goal 4: Fifth grade students will increase their Science score from 81%, 45%, and 24% to 86% Approaches, 50% Meets, and 29% Masters on Spring 2025 Science STAAR.

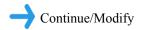
Performance Objective 2: Establish a shared vision for collaboration, high expectations, and commitment to improve science academic performance.

Evaluation Data Sources: None

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Teachers will design lessons to incorporate daily hands-on experiences for all students. K-1: 80%, 2nd-3rd: 60%, 4th-5th: 50%		Formative	
(Target Group: All)	Feb	Feb Apr .	
Strategy's Expected Result/Impact: Improved experiences to enhance understanding for students.			
Staff Responsible for Monitoring: Instructional Coaches, Science Lab Teacher, Teachers			
Strategy 2 Details	For	rmative Rev	iews
Strategy 2: Students will rotate through the science lab on a bi-monthly basis as part of the specials rotation.		Formative	
Strategy's Expected Result/Impact: Improved experiences for students.	Feb	Apr	June
Staff Responsible for Monitoring: Science Lab Teacher		•	
ESF Levers:			
Lever 5: Effective Instruction			
Strategy 3 Details	For	rmative Rev	iews
Strategy 3: All science assessments grades 2-5 will have multiple stimuli focusing on students' interpretation of charts, tables, graphs, and		Formative	
diagrams.	Feb	Apr	June
Strategy's Expected Result/Impact: Students will become familiar with multiple stimuli.		•	
Staff Responsible for Monitoring: Teachers and Science Coach			
ESF Levers:			
Lever 5: Effective Instruction			
Strategy 4 Details	For	rmative Rev	iews
Strategy 4: Science terms and concepts will be visible in the building with the use of hallway instructional displays, academic terms and real	Formative		
life examples and experiences.	Feb	Apr	June
Strategy's Expected Result/Impact: Students will build background science knowledge and familiarity with science terms.			
Staff Responsible for Monitoring: Instructional Coach Science Lab teacher			
Science Lau teacher			









Goal 4: Fifth grade students will increase their Science score from 81%, 45%, and 24% to 86% Approaches, 50% Meets, and 29% Masters on Spring 2025 Science STAAR.

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

Evaluation Data Sources: STAAR

Strategy 1 Details	For	mative Rev	iews	
Strategy 1: Utilize Eduphoria for online summatives and assignments to prepare students for online testing and practice new test item types.	Formative			
Strategy's Expected Result/Impact: Students will be prepared for online testing and practice new item types.	Feb	Apr	June	
Staff Responsible for Monitoring: Teachers				
Strategy 2 Details	For	mative Rev	iews	
Strategy 2: Students will write at least three CERs (Claim, Evidence, Reasoning) per nine weeks to practice writing across content and using		Formative		
science vocabulary.	Feb	Apr	June	
Strategy's Expected Result/Impact: Students will be able to write across content areas.		T T		
Staff Responsible for Monitoring: Instructional Coaches Teachers				
Strategy 3 Details	For	mative Rev	iews	
Strategy 3: Students will answer SCR (Short Constructed Response) questions using a specific strategy to ensure both parts of the question		Formative		
are answered.	Feb	Apr	June	
Strategy's Expected Result/Impact: Students will be able to answer scientific questions on daily grades and NW Summatives.				
No Progress Continue/Modify Discontinue	e			

Goal 5: By May 2025, 15% of Bentley Emergent Bilingual students will score advanced high on their TELPAS composite resulting in exiting the ESL program.

Performance Objective 1: Ensure access to engaging, rigorous, real world learning opportunities at or above grade level for all Emergent Bilingual students.

Evaluation Data Sources: Lesson plans, walk throughs

Strategy 1 Details	For	rmative Rev	iews
Strategy 1: Teachers will use visuals, hands on activies, and provide multiple opportunities to provide context in support of language	Formative		
equisition.		Apr	June
Strategy's Expected Result/Impact: Increased background knowledge and understanding for students	N/A		
Strategy 2 Details	For	rmative Rev	iews
Strategy 2: Purchase materials and book sets to be used for Tier 1 teaching, including but not limited to a reading library, vocabulary flash	Formative		
cards, and vocabulary games for EB students.	Feb	Apr	June
Strategy's Expected Result/Impact: Emergent Bilingual students will acquire the language necessary to participate fully and confidently in academic learning in all content areas.	N/A		
Staff Responsible for Monitoring: Emergent Bilingual Specialist			
Strategy 3 Details	For	rmative Rev	iews
Strategy 3: Students will participate in innovative day throughout the school year to increase real world learning opportunities.		Formative	
Strategy's Expected Result/Impact: Emergent Bilingual students will build language capacity to demonstrate proficiency in academic	Feb	Apr	June
areas. Staff Responsible for Monitoring: Emergent Bilingual Specialist, Innovative Day staff	N/A		
No Progress Continue/Modify Discontinue	e	1	ı

Goal 5: By May 2025, 15% of Bentley Emergent Bilingual students will score advanced high on their TELPAS composite resulting in exiting the ESL program.

Performance Objective 2: Teachers will increase their capability to provide high level of instruction to all Emergent Bilingual students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement higher level questioning in all subjects.		Formative	
Strategy's Expected Result/Impact: Emergent Bilingual student achievement on TELPAS, STAAR, and district assessments will	Feb	Apr	June
improve. Staff Responsible for Monitoring: EB specialist, teachers	N/A		
Strategy 2 Details	For	rmative Rev	iews
Strategy 2: Students will use accountable talk sentence stems in discussion, turn and talks, and writing.		Formative	
Strategy's Expected Result/Impact: Emergent Bilingual students will make at least one year's growth in the speaking and writing	Feb	Apr	June
domain on TELPAS. Staff Responsible for Monitoring: Teachers, EB Specialist	N/A		
Strategy 3 Details	Foi	Formative Reviews	
Strategy 3: Coaches will provide teacher support focusing on eliciting student discourse.	Formative		
Strategy's Expected Result/Impact: Teachers will receive individualized support in implementing questioning strategies and will	Feb	Apr	June
become proficient or master the strategies.	N/A		
Strategy 4 Details	For	rmative Rev	iews
Strategy 4: Teachers will observe colleagues model best practices during instruction to increase teacher capacity in student discourse and		Formative	
teacher questioning.	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers will identify strategies to use when teaching emergent bilingual students.	N/A		
No Progress Accomplished Continue/Modify Discontinue	ıe	•	

Goal 5: By May 2025, 15% of Bentley Emergent Bilingual students will score advanced high on their TELPAS composite resulting in exiting the ESL program.

Performance Objective 3: Use previous TELPAS data to plan and deliver differentiated instruction for Emergent Bilingual students and prepare Emergent Bilingual students for the TELPAS 2025 test.

Evaluation Data Sources: TELPAS, Summit K12, LPAC

Strategy 1 Details	For	mative Rev	iews
Strategy 1: EB specialist will insure staff is knowledgible of the rigor of TELPAS test to know student expectations.		Formative	
Strategy's Expected Result/Impact: Build teacher capacity to make individualized instructional decisions and additional support	Feb	Apr	June
needed to support language domains.	N/A		
Strategy 2 Details	For	mative Rev	iews
Strategy 2: Increase the use of TELPAS formatted questions in everyday classroom instruction.		Formative	
Strategy's Expected Result/Impact: Teachers will identify and implement specific language acquisition strategies to support language	Feb	Apr	June
acquisition.	N/A		
Strategy 3 Details	For	mative Rev	iews
Strategy 3: Continue use of individual student TELPAS trackers where students track progress in each domain.	Formative		
Strategy's Expected Result/Impact: students will become active participants in their language growth.	Feb	Apr	June
Staff Responsible for Monitoring: EB Specialist	N/A		
Strategy 4 Details	For	mative Rev	iews
Strategy 4: EB specialist will utilize TELPAS data to create flexible groups based upon student need for each domain to individualize		Formative	
instruction for students.	Feb	Apr	June
Strategy's Expected Result/Impact: increased growth in specific language domains Staff Responsible for Monitoring: EB specialist	N/A		
No Progress Continue/Modify Discontinue		l	1

State Compensatory

Budget for Bentley Elementary

Total SCE Funds: \$134,260.23 **Total FTEs Funded by SCE:** 3

Brief Description of SCE Services and/or Programs

Pre-k Aide (3)

Personnel for Bentley Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Emma Thom	PK Aide	1
Lillibeth Castellano	PK Aide	1
Madisen Rutley	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		\$94,066.00
2	3	1	Resources for Intervention		\$9,174.00
				Sub-Total	\$103,240.00
			Budş	geted Fund Source Amount	\$103,240.00
+/- Difference			+/- Difference	\$0.00	
				Grand Total Budgeted	\$103,240.00
				Grand Total Spent	\$103,240.00
				+/- Difference	\$0.00