

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 Expectations 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	Formative Reviews		
<p>Strategy 1: Staff will create campus norms for positive interactions among staff.</p> <p>Strategy's Expected Result/Impact: Staff responses will continue to reflect 96% or higher regarding feeling respected and supported on Staff Climate Survey.</p> <p>Staff Responsible for Monitoring: Bentley Staff</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will maintain and refine the PBIS "House System" to increase positive behaviors from students.</p> <p>Strategy's Expected Result/Impact: Staff responses will reflect a 5% increase in high expectations for students on Staff Climate Survey.</p> <p>Staff Responsible for Monitoring: PBIS Committee</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PBIS committee will plan and implement house parties for Bentley student each 9 weeks as well as recognizing House Captains each week.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers from each PBIS House - Friendship, Compassion, Integrity, and Determination</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>Strategy's Expected Result/Impact: A tiered behavioral system will be developed and implemented throughout the school based on the campus needs assessment 3-5 target behaviors.</p> <p>Staff Responsible for Monitoring: PBIS Team and Counselors</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Decrease negative student behavior through positive reinforcement.</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: RCA/PBIS committee will provide staff, parents, and Bentley students with the a focused skill based objective each month using the data collected from an electronic token system.</p> <p>Strategy's Expected Result/Impact: Decrease negative behavior by building skills focused around the targeted behaviors.</p> <p>Staff Responsible for Monitoring: Admin.</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By 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	Formative Reviews		
<p>Strategy 1: Campus will send a bi-monthly parent newsletter highlighting campus activities, events, and successes. Strategy's Expected Result/Impact: 95% of parents will agree or strongly agree that they are informed about what their child is learning in school as indicated on the Parent Climate Survey.</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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. Strategy's Expected Result/Impact: 90% of parents will agree or strongly agree they were given useful information about how to help their child do well in school. Staff Responsible for Monitoring: Teachers and Administration</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Librarian will maintain campus website. 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. Staff Responsible for Monitoring: Librarian, Teachers, EB Facilitator</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will return and input grades in the gradebook within five school days for all minor and major grades. 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. Staff Responsible for Monitoring: Teachers and Administrators</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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	Formative Reviews		
Strategy 1: Character Counts and library lessons will include an element of cultural diversity and celebration. Strategy's Expected Result/Impact: From 77 to 83% of students will believe racial tension is not a major problem at school. Staff Responsible for Monitoring: School Counselors Librarian	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue annual cultural festival to showcase the diversity represented on our campus. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: School Counselors, EB facilitator, and the International Festival Committee	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Recognize and celebrate different aspects of cultures within our school through hallway displays, morning announcements, read alouds, and station activities. Staff Responsible for Monitoring: Librarian	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Expectations 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	Formative Reviews		
Strategy 1: Provide professional learning in UFLI Reading instruction and how to administer MAP Fluency assessments for students. 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	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: PK-2 teachers will observe colleagues during small groups to increase teacher capacity. 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: Literacy Coach , Teachers, paras Funding Sources: Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$94,066	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional learning opportunities for 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. 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	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Guide teachers in implementing explicit, systematic phonics program, UFLI, to build foundational reading skills. Strategy's Expected Result/Impact: Build students' ability to decode unfamiliar words. Staff Responsible for Monitoring: Instructional Coach	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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 Expectations 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	Formative Reviews		
Strategy 1: Increase number of books in classroom libraries and access to digital literacy resources. Strategy's Expected Result/Impact: Utilization of best practices checklist during walkthroughs. Staff Responsible for Monitoring: Teachers	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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.. Strategy's Expected Result/Impact: Increased exposure to grade-level texts and decodables Staff Responsible for Monitoring: Teachers, Literacy Coach	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers check out and use leveled readers and decodables from the literacy library for small group instruction and student practice. 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	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Expectations 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	Formative Reviews		
<p>Strategy 1: Campus teachers will utilize a school-wide intervention time to enrich all students by intervening upon and accelerating learning based on students needs.</p> <p>Strategy's Expected Result/Impact: Increase student progress toward personal goals</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: Resources for Intervention - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$9,174</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will share their class MAP Fluency data with the principal and the instructional coach each time students are assessed with MAP Fluency. An action plan for students not accelerating will be created and implemented.</p> <p>Strategy's Expected Result/Impact: Increase Reading levels</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coach</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will discuss students that are struggling in reading during MTSS meetings and develop intervention plans.</p> <p>Strategy's Expected Result/Impact: Students will increase in their reading abilities as a result of the intervention provided.</p> <p>Staff Responsible for Monitoring: Teachers, coaches, admin</p>	Formative		
	Feb	Apr	June
			

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.

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





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will observe coaches and colleagues model best practices during instruction to increase teacher capacity in math and reading Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will complete an observation rubric to reflect upon areas of growth for their own instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Teachers</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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>Strategy's Expected Result/Impact: Students will increase discourse and use math and ELAR vocabulary in their everyday language.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and librarian</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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.

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

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

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

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.

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





Evaluation Data Sources: STAAR

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

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.

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		
Strategy 1: Provide ongoing professional learning opportunities to general education and SPED teachers on academic strategies and 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	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Students will implement testing strategies on all assessments. Staff Responsible for Monitoring: Teachers	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Effectively monitor the implementation and documentation of IEPs. Strategy's Expected Result/Impact: Students will be successful on grade level assessments. Staff Responsible for Monitoring: Teachers	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Lesson plans will reflect instructional strategies implemented and be reflected in walkthroughs, observations, and data.</p> <p>Staff Responsible for Monitoring: Instructional Coach Teachers Science lab teacher</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a science vertical team to align instructional strategies across grade levels for highly tested TEKS that will meet once a semester.</p> <p>Strategy's Expected Result/Impact: Students will show at least a 5% increase on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Science Lab Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Lesson plans will reflect strategies implemented and be reflected in walkthroughs.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Once a nine weeks, K-5th grade teachers will participate in extended planning.</p> <p>Strategy's Expected Result/Impact: Long range planning</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


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

 No Progress

 Accomplished


 Continue/Modify

 Discontinue

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	Formative Reviews		
<p>Strategy 1: Utilize Eduphoria for online summatives and assignments to prepare students for online testing and practice new test item types. Strategy's Expected Result/Impact: Students will be prepared for online testing and practice new item types. Staff Responsible for Monitoring: Teachers</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will write at least three CERs (Claim, Evidence, Reasoning) per nine weeks to practice writing across content and using science vocabulary. Strategy's Expected Result/Impact: Students will be able to write across content areas. Staff Responsible for Monitoring: Instructional Coaches Teachers</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will answer SCR (Short Constructed Response) questions using a specific strategy to ensure both parts of the question are answered. Strategy's Expected Result/Impact: Students will be able to answer scientific questions on daily grades and NW Summatives.</p>	Formative		
	Feb	Apr	June
			

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	Formative Reviews		
<p>Strategy 1: Teachers will use visuals, hands on activities, and provide multiple opportunities to provide context in support of language acquisition.</p> <p>Strategy's Expected Result/Impact: Increased background knowledge and understanding for students</p>	Formative		
	Feb	Apr	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase materials and book sets to be used for Tier 1 teaching , including but not limited to a reading library, vocabulary flash cards, and vocabulary games for EB students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Emergent Bilingual Specialist</p>	Formative		
	Feb	Apr	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will participate in innovative day throughout the school year to increase real world learning opportunities.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will build language capacity to demonstrate proficiency in academic areas.</p> <p>Staff Responsible for Monitoring: Emergent Bilingual Specialist, Innovative Day staff</p>	Formative		
	Feb	Apr	June
	N/A		
			

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

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	Formative Reviews		
Strategy 1: EB specialist will insure staff is knowledgeable of the rigor of TELPAS test to know student expectations. Strategy's Expected Result/Impact: Build teacher capacity to make individualized instructional decisions and additional support needed to support language domains.	Formative		
	Feb	Apr	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase the use of TELPAS formatted questions in everyday classroom instruction. Strategy's Expected Result/Impact: Teachers will identify and implement specific language acquisition strategies to support language acquisition.	Formative		
	Feb	Apr	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue use of individual student TELPAS trackers where students track progress in each domain. Strategy's Expected Result/Impact: students will become active participants in their language growth. Staff Responsible for Monitoring: EB Specialist	Formative		
	Feb	Apr	June
	N/A		
Strategy 4 Details	Formative Reviews		
Strategy 4: EB specialist will utilize TELPAS data to create flexible groups based upon student need for each domain to individualize instruction for students. Strategy's Expected Result/Impact: increased growth in specific language domains Staff Responsible for Monitoring: EB specialist	Formative		
	Feb	Apr	June
	N/A		
			

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
Lilibeth 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
Budgeted Fund Source Amount					\$103,240.00
+/- Difference					\$0.00
Grand Total Budgeted					\$103,240.00
Grand Total Spent					\$103,240.00
+/- Difference					\$0.00