

Plano Independent School District

Bethany Elementary

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 1, 2019

Mission Statement

The Bethany Community values the lifelong learning of each child by supporting individual social, emotional, ethical, and academic development.

Vision

All Bethany students will be provided opportunities and challenges to maximize their learning socially, emotionally, and academically.

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Comprehensive Needs Assessment

Revised/Approved: September 05, 2019

Demographics

Demographics Strengths

The Bethany community is a diverse population, where students speak 23 languages in their homes. Almost 100 students speak two or more languages with 50% of those student being served in our ESL program. Approximately 19% of Bethany students benefit from special education services (including 5% who only receive support with speech/language services). In addition, 14% of students benefit from additional instruction in our gifted and talented program. The community is very supportive of staff and students and places a high value on education. The mobility rate is fairly low at 6.6% and 18% of students qualify for free and reduced lunch.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students qualifying for special education services continues to grow on our campus. Maintaining special education staff and determining appropriate levels of support continues to be an area of focus.

Student Academic Achievement

Student Academic Achievement Strengths

Third, fourth, and fifth grade STAAR performance at the approaches level increased from 2018 to 2019 in Reading, Math, and Writing. Third, fourth, and fifth grade STAAR performance in the meets and masters categories increased from 2018 to 2019 in all tested subjects. In the category of Economically Disadvantaged, the percentage of students meeting the approaching level increased in third grade math and reading, fourth grade reading and writing, and fifth grade science.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ESL students performed below the district average in 3rd grade math and reading, 4th grade reading, and 5th grade math, reading, and science. **Root Cause:** We will address the needs for teacher teams and collaborative groups to effectively address enhanced differentiation for students' needs, increased use of formative assessment, and making informed decisions based on data when planning.

Problem Statement 2: Science STAAR scores were the following for the previous three STAAR administrations: 2019 - 76% approaching, 2018 - 85% approaching, 2017 - 91% approaching. **Root Cause:** We will address the needs of teacher teams and collaborative groups to effectively address instructional strategies when planning for science.

Problem Statement 3: The collaborative teams are operating at varying levels of understanding regarding the HRS definition of HRS Level 2: Effective teaching in every classroom. **Root Cause:** We will address the need for teacher teams and collaborative groups to effectively address the quality of teaching in every classroom by ensuring systems are in place to improve pedagogical skills.

School Processes & Programs

School Processes & Programs Strengths

Teachers collaboratively design lessons that are engaging, using Total Participation Techniques, and differentiate for the needs of all learners. Teachers regularly analyze data from pre-assessments, formal, and informal assessments to determine student needs and plan for learning. A strong mentor program provides support for teachers for 1-2 years. Teachers have a voice in decision making through the leadership team meetings that occur twice monthly. Administrators provide consistent feedback on instruction through regular walk throughs. Technology and associated trainings for classroom applications happen regularly. Recent technology trainings include SeeSaw, Google Classroom, Education Galaxy, NearPod, and Go Guardian.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Walk through data indicates a need for additional small group instruction to further differentiate lessons.

Perceptions

Perceptions Strengths

Bethany has a strong academic support system, including programs such as behavior support classrooms, special education, ESL, speech, and guidance counseling. The PTA collaborates with the school regularly to provide engaging programs and materials to enhance the learning community. Social-Emotional Learning is a priority and is evidenced in daily community circles and restorative practices. Building relationships first is a priority. Teachers feel they have adequate materials for instruction and that they collaborate well to plan instruction. The teachers at Bethany are committed to student success and have a strong work ethic.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent surveys are needed to receive input and feedback on Bethany programs.

Priority Problem Statements

Problem Statement 1: ESL students performed below the district average in 3rd grade math and reading, 4th grade reading, and 5th grade math, reading, and science.

Root Cause 1: We will address the needs for teacher teams and collaborative groups to effectively address enhanced differentiation for students' needs, increased use of formative assessment, and making informed decisions based on data when planning.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Science STAAR scores were the following for the previous three STAAR administrations: 2019 - 76% approaching, 2018 - 85% approaching, 2017 - 91% approaching.

Root Cause 2: We will address the needs of teacher teams and collaborative groups to effectively address instructional strategies when planning for science.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: The collaborative teams are operating at varying levels of understanding regarding the HRS definition of HRS Level 2: Effective teaching in every classroom.

Root Cause 3: We will address the need for teacher teams and collaborative groups to effectively address the quality of teaching in every classroom by ensuring systems are in place to improve pedagogical skills.

Problem Statement 3 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Goals

Revised/Approved: September 05, 2019




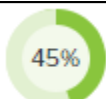


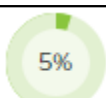


Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.










Performance Objective 1: Increase the percentage of ESL students meeting the approaches level in 3rd grade math and reading, 4th grade reading, and 5th grade math, reading, and science as compared to 2019 results. Fourth and fifth grade students will exhibit a higher percentage of growth as seen in the STAAR progress measure.

Evaluation Data Source(s) 1: STAAR results, TELPAS, MAP, formal and informal grade level assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Grade level teams will collaborate with the ESL Specialist to understand TELPAS results and student strengths/areas of growth.	Administrators ESL Specialist Team Leaders	Teachers will understand current data for students and utilize the data to make informed instructional decisions.			
Problem Statements: Student Academic Achievement 1					
2) The ESL Specialist will meet with collaborative teams to discuss proficiency standards and the next steps for students.	Administrators ESL Specialist Team Leaders	Teachers will understand how to support their students' next steps in language development.			
Problem Statements: Student Academic Achievement 1					
3) Professional development to understand best instructional strategies to use with ESL students embedded in grade level planning and full campus training.	Administrators ESL Specialist	Teachers will gain a better understanding of instructional strategies that will impact ESL students.			
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) The ESL Specialist will work with small groups, provide in-class intervention support for students, and model/co-teach.	Administrators ESL Specialist Grade level teams	Students will have exposure to multiple methods of instruction; teachers will have the opportunity to see different strategies used in the classroom.			
	Problem Statements: Student Academic Achievement 1				
5) Grade level teachers will identify in lesson plans appropriate ESL strategies for instruction and assessment.	Administrators ESL Specialist Grade level teams	Students will have the appropriate language supports to increase their academic success.			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: ESL students performed below the district average in 3rd grade math and reading, 4th grade reading, and 5th grade math, reading, and science. Root Cause 1: We will address the needs for teacher teams and collaborative groups to effectively address enhanced differentiation for students' needs, increased use of formative assessment, and making informed decisions based on data when planning.

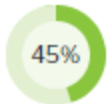














Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Increase the percentage of fifth grade students meeting the approaches level in 5th grade science.

Evaluation Data Source(s) 2: STAAR results, targeted science collaborative assessments, MAP

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID-19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Analyze Science STAAR data for the past three years to identify priority reporting categories and standards.	Administrators Fifth grade teachers	Teachers will understand the standards which require top priority.			
Problem Statements: Student Academic Achievement 2					
2) Develop pre-assessments for science units and use results to plan for differentiated instruction.	Administrators Grade level teachers	Teachers will understand students' prior knowledge and will plan lessons to meet the needs of all learners (scaffolding and extending).			
Problem Statements: Student Academic Achievement 2					
3) Utilize the UBD planning process to develop highly interactive and engaging lessons tightly aligned to the standards.	Administrators Grade level teachers	Lessons that are highly engaging and focused on the TEKS.			
Problem Statements: Student Academic Achievement 2					
4) Higher level thinking questions will be identified and utilized with science planning and instruction.	Administrators Grade level teachers	Students will be challenged to think deeply about science concepts.			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: Science STAAR scores were the following for the previous three STAAR administrations: 2019 - 76% approaching, 2018 - 85% approaching, 2017 - 91% approaching. Root Cause 2: We will address the needs of teacher teams and collaborative groups to effectively address instructional strategies when planning for science.


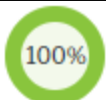
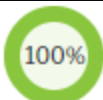




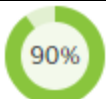







Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 3: Implement HRS level 2 to increase the quality of teaching in the classrooms.

Evaluation Data Source(s) 3: walk-throughs, T-TESS evaluations, administrator observations, planning meetings

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Due to COVID-19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Disect the PISD instructional model with the leadership team and develop a Bethany instructional model.	Administrators Leadership team	A common understanding of what practices should always, sometimes, and never occur at Bethany.			
Problem Statements: Student Academic Achievement 3					
2) Implement instructional rounds (teachers will video themselves teaching first semester and debrief with their team; teams will observe teachers second semester based on a common team goal).	Administrators	Reflection and improvement of practice.			
Problem Statements: Student Academic Achievement 3					
3) Create and implement walk throughs focusing on the Bethany instructional model and provide feedback to teachers.	Administrators	Reflection and improvement of practice.			
Problem Statements: Student Academic Achievement 3					
4) Implement common formative assessments.	Administrators Team leaders	Calibration and shared understanding of standards; differentiation for students based on knowledge.			
Problem Statements: Student Academic Achievement 3					
5) Develop and deliver professional development to improve instructional practices.	Administrators	Improvement of practice.			
Problem Statements: Student Academic Achievement 3					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
	<div><div>100%</div><div>= Accomplished</div></div>	<div><div>0%</div><div>= No Progress</div></div>			

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: The collaborative teams are operating at varying levels of understanding regarding the HRS definition of HRS Level 2: Effective teaching in every classroom.</p> <p>Root Cause 3: We will address the need for teacher teams and collaborative groups to effectively address the quality of teaching in every classroom by ensuring systems are in place to improve pedagogical skills.</p>

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

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SBIC 2019-2020

Committee Role	Name	Position
Administrator	Bryan Bird	Principal
Classroom Teacher	Stacey Stephens	Faculty Member
Classroom Teacher	Cindy Graham	Faculty Member
Classroom Teacher	Sarah Villarreal	Faculty Member
Classroom Teacher	Connie Gillmore	Faculty Member
Administrator	Wendy Miller	Faculty Member
Classroom Teacher	Melinda Lauer	Faculty Member, Sped
District-level Professional	Edna Phythian	District Professional
Non-classroom Professional	Roslyn Jones	Campus-based professional staff member
Paraprofessional	Melissa Tapia	Support Staff Member
Parent	Natalie Armstrong	Parent
Parent	Alana McMorro	Parent
Parent	Harish Nehate	Parent
Community Representative	Nicole Mattingly	Community Member
Community Representative	Donna Zeff	Community Member
Business Representative	Aaron Miller	Business Member
Business Representative	Heather Derrick	Business Member
Parent	Zohreh Khojasten	Parent
Parent	Christina Strain	Parent
Parent	Yanyi Ma	Parent

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	