

Plano Independent School District

Bethany Elementary

2021-2022



Board Approval Date: November 3, 2021

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 16, 2021

Student Learning

Student Learning Summary

Bethany Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Bethany students are not achieving expected growth in reading and math as evidenced on MAP. **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 (Prioritized): Bethany students that did not meet expected growth in science show deficits in science vocabulary development. **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.

Priority Problem Statements

Problem Statement 1: Bethany students are not achieving expected growth in reading and math as evidenced on MAP.

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 Learning - School Processes & Programs

Problem Statement 2: Bethany students that did not meet expected growth in science show deficits in science vocabulary development.

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 Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions

Goals

Revised/Approved: September 16, 2021





Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022.







Performance Objective 1: HB3 - The percent of Bethany 3rd grade students that score meets grade level or above on STAAR Reading will increase from 67% in 2019 to 71% by June 2022. The Special Education student group performance will increase from 18% in 2019 to 23% in 2022. The English Learner student group performance will increase from 69% in 2019 to 75% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Enhance Bethany's instructional model by focusing on student engagement within Tier 1 instruction. Strategy's Expected Result/Impact: Reflection and improvement of practice as measured by Bethany's Walkthrough Form. Staff Responsible for Monitoring: Administrators and Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will identify differentiation within lesson plans based on the needs of each student. Strategy's Expected Result/Impact: Improvement of practice as measured by lesson plan review completed by admin. Student growth as measured by state and district assessments. Staff Responsible for Monitoring: Administrators Team leaders Teachers	Formative		
	Nov	Feb	June
			











Strategy 3 Details	Formative Reviews		
Strategy 3: Review common formative assessment data as teams to make instructional decisions. Strategy's Expected Result/Impact: Differentiation for students to achieve TEK mastery as measured by district and state assessments and campus data tracker. Staff Responsible for Monitoring: Administrators Team Leaders Teachers	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022.

Performance Objective 2: The percent of Bethany students that score Meets grade level or above on STAAR Reading 3-5 will increase from 69% in 2019 to 73% by June 2022. The Special Education student group performance will increase from 29% in 2019 to 34% in 2022. The Economically Disadvantaged student group performance will increase from 41% in 2019 to 50% in 2022.

Evaluation Data Sources: 2021-22 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

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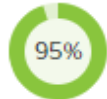








Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Bethany 3rd grade students that score meets grade level or above on STAAR Math will increase from 73% in 2019 to 75% by June 2022. The Special Education student group performance will increase from 18% in 2019 to 23% in 2022. The English Learner student group performance will increase from 69% in 2019 to 73% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective











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	Nov	Feb	June
			
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 2: The percent of Bethany students that score Meets grade level or above on STAAR Math 3-5 will increase from 70% in 2019 to 72% by June 2022. The Special Education student group performance will increase from 35% in 2019 to 40% in 2022. The Economically Disadvantaged student group performance will increase from 38% in 2019 to 45% in 2022.

Evaluation Data Sources: 2021-22Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective











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	Nov	Feb	June
			
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Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of Bethany students that score Meets grade level or above on STAAR Science 5 will increase from 63% in 2019 to 66% by June 2022. The Special Education student group performance will increase from 40% in 2019 to 44% in 2022. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 43% in 2022.

Evaluation Data Sources: 2021-22Science STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Enhance Bethany's instructional model by focusing on student engagement within Tier 1 instruction. Strategy's Expected Result/Impact: Reflection and improvement of practice as measured by Bethany's Walkthrough Form. Staff Responsible for Monitoring: Administrators and Teachers	Formative		
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SBIC 2021-2022

Committee Role	Name	Position
Administrator	Bryan Bird	Principal
Administrator	Gwendolin Miller	Faculty Member
Classroom Teacher	Sue Truax	Faculty Member
Classroom Teacher	Val Timofeyev	Faculty Member
Classroom Teacher	Sabrina McElligott	Faculty Member
Classroom Teacher	Ashley Torres	Faculty Member
Classroom Teacher	Tiffany Key	Faculty Member
Non-classroom Professional	Katy Hunter	Faculty Member
District-level Professional	Edna Phythian	District Professional
Paraprofessional	Dalia Pliley	Faculty Member
Parent	Anupama Shekar	Parent
Parent	Anna Ajaeva	Parent
Parent	Katie Zuverink	Parent
Parent	Quyen Nguyen	Parent
Parent	Tonia Sanchez	Parent
Parent	Jennifer Sierra	Parent
Community Representative	Donna Zeff	Community Member
Community Representative	Nicole Mattingly	Community Member
Business Representative	Heather Derrick	Business Representative
Business Representative	Carrie Turner	Business Representative

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,210.00
+/- Difference					\$1,210.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$318.00
+/- Difference					\$318.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,350.00
+/- Difference					\$2,350.00
Grand Total Budgeted					\$3,878.00
Grand Total Spent					\$0.00
+/- Difference					\$3,878.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bethany

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	46	43	74		79			29	41		68	72	55	69
2020	48	45	74		79			30	43		70	72	56	70
2021	50	48	75		80			32	46		72	73	58	71
2022	53	51	76		81			34	50		74	74	60	73
2023	57	56	77		82			36	55		78	75	63	75
2024	62	61	78		83			39	61		82	76	67	77

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	46	47	69		91			35	38		70	75	50	70
2020	48	49	69		91			36	40		71	75	51	71
2021	50	51	70		92			38	42		72	76	52	71
2022	53	54	70		92			40	45		74	76	54	72
2023	57	58	71		93			42	49		76	77	56	74
2024	62	63	72		94			45	54		79	78	59	75

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Bethany

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		9	29		14			11	7		13	47	8	55
2019		33	72		71			18	43		69	74	25	67
2020		35	72		71			19	45		71	74	26	68
2021		38	73		72			21	48		73	75	28	69
2022		41	74		73			23	52		75	76	30	71
2023		46	75		74			25	57		79	77	33	73
2024		51	76		75			28	63		83	78	37	75

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Bethany

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		9	29		14			11	7		13	47	8	55
2019		67	72		71			18	43		69	74	63	73
2020		69	72		71			19	45		70	74	64	74
2021		71	73		72			21	47		71	75	65	74
2022		74	73		72			23	50		73	75	67	75
2023		78	74		73			25	54		75	76	69	77
2024		83	75		74			28	59		78	77	72	78

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Bethany - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 69% in 2019 to 71% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
70% 2019 Baseline: 69%	71%	73%	75%	77%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	50	76	*	78	*	*	50	38	*	58	71	58	69
2020	34	52	76	*	78	*	*	51	40	*	59	71	59	70
2021	37	54	77	*	79	*	*	52	43	*	61	72	61	71
2022	40	58	77	*	79	*	*	54	47	*	64	72	63	73
2023	44	62	78	*	80	*	*	57	52	*	67	73	66	75
2024	49	68	80	*	82	*	*	60	58	*	72	75	69	77
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Bethany - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 63% in 2019 to 65% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
64% 2019 Baseline: 63%	65%	66%	67%	68%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	50	31	72	*	71	*	*	40	36	*	74	65	56	63
2020	51	32	72	*	71	*	*	41	37	*	75	65	57	64
2021	54	35	72	*	71	*	*	42	40	*	76	65	58	65
2022	57	37	73	*	72	*	*	44	43	*	77	66	60	66
2023	61	41	73	*	72	*	*	47	47	*	79	66	62	67
2024	66	46	74	*	73	*	*	50	52	*	82	67	65	68
2019-2021	4	4	0	*	0	*	*	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <ul style="list-style-type: none"> Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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