Plano Independent School District

Bethany Elementary

2026-2027 Campus Improvement Plan

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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.

Value Statement

We believe:

Collaborative relationships between school and home are essential to maximize student success.

It is fundamental for children to be empowered as problem solvers and creative thinkers.

In fostering an environment that protects the child's physical and emotional well-being.

Each student's unique qualities provide value to our school and community.

In utilizing best education practices to establish a strong academic foundation.

Our students deserve an atmosphere of excellence as modeled through our educational staff.

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Comprehensive Needs Assessment

Demographics

Summary

Bethany Elementary is a diverse campus. The students population is as follows:

- Asian: 18.15%, Black-African American:10.42%, Hispanic: 15.06%, White:45.17%, Two-Or More 10.42%

Student attendance is consistent across the various student populations. Forty two percent of our students receive specialized instruction based on identified needs (16.22% in the Gifted and Talented Program and 25.87% in Special Education).

The Bethany staff has an average of 10 years teaching experience and the average length of time at Bethany is 7 years.

Strengths

Diversity of the students

Attendance is strong across all demographics

Length of time that staff has been on campus

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The at-risk population at Bethany has a lower attendance rate then other demographic groups.	

★ = Priority

Student Learning

Summary

Students in most quintiles have shown at least a year's growth and at or above the district lesson on MAP testing. Our students perform at both a high achievement level and growth level.

Special Education students continue to perform lower than the district averages in Math and Reading. Our special education program includes an Achieve classroom with severe behavior struggles with students whose primary focus is behavior and understanding school processes and procedures.

Strengths

Overall, our students are growing at or above the district level. On the STAAR test, we increased our percentage of students who met each level (approaching, meets, and mastered) from 4th to 5th grade. mClass showed students progressing in each benchmark level.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students in special education continue to have less growth and achievement then the grade level averages.	
2	Students identified as economically disadvantaged performed lower on all STAAR tests than the grade level average.	
3 ★	Student performance on STAAR reading and math decreases between grades 3 and 4.	

★ = Priority

School Processes & Programs

Summary

Bethany Elementary has several programs and processes that support students throughout the campus.

Data Meetings focused on the HPTEKS. Adjustments will be made this year based on teacher feedback.

The implementation of new technology / programs increased student engagement, however, the over use of technology led to negative behaviors.

Professional development included Depth and Complexity, PBIS, and Exemplars . These sessions provided standard language and expectations across the campus. By implementing these programs all students were exposed to more complex thinking, universal standards for common areas, and high expectations for quality work.

HB1416 data shows that students who receive special education services are not being successful on the Math and Reading STAAR tests. We need a better process for early identification of students with special needs.

Strengths

Professional development included Depth and Complexity, PBIS, and Exemplars . These sessions provided standard language and expectations across the campus. By implementing these programs all students were exposed to more complex thinking, universal standards for common areas, and high expectations for quality work.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	How can we develop a process to more quickly identify students who may need additional supports through special education?	

★ = Priority

Perceptions

Summary

Overall, staff and students agree that the school provides a safe learning environment, which is reflected in our strong attendance rate. Most student behaviors remained within Tier 1, with only a small number of students requiring Tier 2 or Tier 3 interventions. Teachers, grade-level teams, and collaborative groups meet regularly, and teachers have a formal role in the school's decision-making process. However, teachers expressed a desire for more opportunities throughout the year to observe effective instructional practices and learn from their colleagues.

The findings are based on survey responses from 20 parents and 21 teachers, representing a relatively small sample size for both groups. As a result, the limited participation may affect how accurately the data reflects the perceptions of the broader school community. Increasing survey participation in future data collections would provide a more representative picture and strengthen the reliability of the results.

Strengths

The Bethany community and staff feel that the school is safe and welcoming.

Behavior strategies are successful based on student performance with Tier 1 interventions.

Parents partner with the campus to support student learning.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Teachers rated opportunities to observe and discuss effective teaching on the HRS level 2 survey at 4.15 while admin rated this indicator as 3.25 reflecting a considerable perception gap (.90).	
2 ★	Number of parents (20) who engaged in the HRS survey does not provide a large enough sample size to ensure the validity of the results.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student performance on STAAR reading and math decreases between grades 3 and 4.	
2 ★	Teachers rated opportunities to observe and discuss effective teaching on the HRS level 2 survey at 4.15 while admin rated this indicator as 3.25 reflecting a considerable perception gap (.90).	
3 ★	Number of parents (20) who engaged in the HRS survey does not provide a large enough sample size to ensure the validity of the results.	

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Local Accountability Systems (LAS) data**

Priorities

Priority 1

1.1 Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Goal 1

Fourth grade students in the 2026-2027 school year will maintain or increase their Reading STAAR rating (approaches, meets, masters) compared to their performance in third grade STAAR testing in 2025-2026.

Performance Target: On the STAAR Reading test, students will perform at or above the following levels: *Approaches - 86%, Meets- 86%, Masters- 64%

50% or more of students identified under HB 1416 will achieve a rating of approaches or higher.

Expected Result: Improved student performance on the fourth grade Reading STAAR tests.

Strategy 1

Teachers will meet monthly in data meetings to identify TEKS for enrichment and reinforcement. Planning and instruction will prioritized to emphasize these TEKS.

Staff Responsible for Monitoring: Grade Level Teachers, Administation

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 2

Bethany Staff will participate in the LIFT Grant training and walkthroughs to identify current strong instructional practices and areas for improvement. The learning from this training will be applied in instructional planning and delivery of content.

Staff Responsible for Monitoring: Administration, Student Support Specialist

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student performance on STAAR reading and math decreases between grades 3 and 4.	

Goal 2

Fourth grade students in the 2026-2027 school year will maintain or increase their Math STAAR rating (approaches, meets, masters) compared to their performance in third grade STAAR testing in 2025-2026.

Performance Target: On the STAAR Mathematics test, students will perform at or above the following levels: *Approaches - 89%, Meets- 78%, Masters- 58%

50% or more of students identified under HB 1416 will achieve a rating of approaches or higher.

Expected Result: Improved student performance on the fourth grade Mathematics STAAR.

Strategy 1

Teachers will meet monthly in data meetings to identify TEKS for enrichment and reinforcement. Planning and instruction will prioritize and emphasize these TEKS.

Staff Responsible for Monitoring: Grade Level Teachers, Administrators, Specialists

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 2

Teachers will meet in vertical teams to unpack the math TEKS from grades 3-5 in order to

identify areas of strength and areas of opportunity for instruction across grade levels based on student performance.

Staff Responsible for Monitoring: Math 3-5 vertical team members, Administration, Student Support Specialist.

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student performance on STAAR reading and math decreases between grades 3 and 4.	

Priority 2

2.3 Increase access and opportunities for students to achieve CCMR readiness status. (Pre-K through 12th grade)

Goal 1

Teachers will utilize district curriculum to provide strong Tier One Instruction and differentiated intervention and enrichment for all students.

Performance Target: All identified quintiles for reading, mathematics, and science MAP will at least 100% of the projected growth measurement.

Expected Result: Students will show a years growth on their MAP testing

Strategy 1

Monthly data meetings will be held with each grade level to identify the TEKS with the lowest student performance in reading, math, and science. Teachers will utilize this data to determine and provide enrichment and reinforcement for students.

Staff Responsible for Monitoring: Administration, Student Support Liaison, and Grade Level Teachers

Problem Statements: Student Learning 3 - Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Teachers will meet monthly in vertical team meetings to identify common vocabulary and strategies (including those used for enrichment and reinforcement) that will be applied to instruction to ensure continuity of teaching throughout the grade levels.

Staff Responsible for Monitoring: Administration, Grade Level Teachers, Specialists

Problem Statements: Student Learning 3 - Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student performance on STAAR reading and math decreases between grades 3 and 4.	

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers rated opportunities to observe and discuss effective teaching on the HRS level 2 survey at 4.15 while admin rated this indicator as 3.25 reflecting a considerable perception gap (.90).	

Priority 3

4.2 Implement interventions and systems of support to ensure a safe, orderly, and respectful learning environment.

Goal 1

Increase positive behavior supports through positive behavioral referrals in Review 360 and teachers utilizing the campus Bethany Brags.

Performance Target: Review 360 reports submitted for Code of Conduct violations will decrease from 29 during the 2025-2026 school year to 20 during the 2026-2027 school year.

Expected Result: Students discipline referrals in Review 360 will decrease as a result of students having needs met through positive reinforcement

Strategy 1

Teachers will send home at least 5 positive behavioral comments to parents each month using Review 360

Staff Responsible for Monitoring: Administration, All Teacher

Problem Statements: Perceptions 2

Formative Reviews

November	February	June

Strategy 2

Identify and develop plans for positive behavior supports for two new common areas through the PBIS GROWTH team.

Staff Responsible for Monitoring: PBIS Growth Team, Administration

Problem Statements: Student Learning 3 - Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student performance on STAAR reading and math decreases between grades 3 and 4.	

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Teachers rated opportunities to observe and discuss effective teaching on the HRS level 2 survey at 4.15 while admin rated this indicator as 3.25 reflecting a considerable perception gap (.90).	
2	Number of parents (20) who engaged in the HRS survey does not provide a large enough sample size to ensure the validity of the results.	

Goal 2

Teachers will continue to utilize the attendance support plan to ensure that Bethany student attendance remains at or above the district expectation of 96%.

Performance Target: Bethany student attendance will remain at or above 96.4% for the 2026-2027 school year.

Expected Result: Maintained or improved attendance attendance

Strategy 1

At least every two months, a reminder about the importance of daily attendance will be sent home to all parents through the Bethany Bunch News.

Staff Responsible for Monitoring: Bryan Bird

Problem Statements: Perceptions 2

Formative Reviews

November **February** **June**

Strategy 2

Provide students with engaging and rewarding activities that encourage them to arrive to school early (ie. Safety Patrol, teacher helper jobs)

Staff Responsible for Monitoring: Administration, Counselor, Teachers

Problem Statements: Perceptions 2

Formative Reviews

November **February** **June**

Strategy 3

Staff will use a tiered system of support to reach out to students who are struggling with regular attendance.

Problem Statements: Perceptions 2

Formative Reviews

November **February** **June**

Strategy 4

Identify and utilize incentives for grade levels with the highest average attendance each nine weeks.

Staff Responsible for Monitoring: Administration, Data Clerk

Problem Statements: Perceptions 2

Formative Reviews

November **February** **June**

Goal 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Number of parents (20) who engaged in the HRS survey does not provide a large enough sample size to ensure the validity of the results.	