Spring Branch Independent School District

The Bear Blvd. School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1.
    1. Due to low enrollment in August of the 2014-2015 school year, two Bilingual Spanish teachers and teacher assistants were moved: one to SBE and one to TFE. In addition, one ESL/Mainstream teacher and teacher assistant was moved to SBE. Due to low enrollment in August of the 2015-2016 school year, one ESL/Mainstream teacher and teacher assistant was moved to FWE. Due to low bilingual enrollment in August 2016, one bilingual Spanish teacher and teacher assistant were moved to other campuses. Our combined PK and K Bilingual Vietnamese class for 2017-2018 is being moved to TCE as part of a district Vietnamese program move. We are starting a PK3 year old program for the 2017-2018 school year. We are also adding two PPCD classes for the 2017-2018 school year. The 2017-2018 classes will be:
        i. 1 PK3 class: ESL/Mainstream in AM; Bilingual Spanish in PM

        ii. 5 ESL/Mainstream PK4 classes

        iii. 6 Bilingual Spanish PK4 classes

        iv. 2 PPCD classes

Demographics Strengths

Enrollment grew during the Fall Semester and held steady throughout the Spring Semester; 2016-2017 enrollment projections total 322 (288 low SES and 241 ELL); this is a increase of 39 students when comparing with 2015-2016 projections:

- 103 ESL/Mainstream students
- 219 Bilingual students
    - Note: Bilingual Vietnamese students are included in this Bilingual projection

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Student Achievement

Student Achievement Summary

Campus Literacy Range & Average at End of Year 2016-2017:

* DRA2/ESL2 (level A or higher) - Range: 59%-100% - Average: 81%
* DRA2/EDL2 (level 2 or higher) - Range: 9%-100% - Average: 55%
* Letter ID (20 or more letters) - Range: 65%- 100% - Average: 85%

CIRCLE Literacy Assessment Campus & District Average at End of Year 2016-2017

* Rapid Letter Naming - Campus: 86% & District: 85%
* Rapid Vocabulary - Campus: 53% & District: 52%
* Phonological Awareness - Campus: 80% & District: 79%
* Story Retell and Comprehension - Campus: 89% & District: 85%
* Book and Print Knowledge - Campus: 86% & District: 89%
* Early Writing - Campus: 90% & District: 91%

Bilingual & Mainstream Literacy Range & Average at End of School Year 2016-2017:

* DRA2/EDL2 (Level A or higher) - Bilingual Range/Average: 77%-100%/89% & ESL/Mainstream Range/Average: 59%-79%/72%
* DRA2/EDL2 (level 2 or higher) - Bilingual Range/Average: 9%-100%/40% & ESL/Mainstream Range/Average: 50%-85%/69%
* Letter ID (20 or more letters) - Bilingual Range/Average: 86%-100%/94% & ESL/Mainstream Range/Average: 65%-87%/76%

CIRCLE Literacy Assessment Bilingual & Mainstream Average at End of School Year 2016-2017:

* Rapid Letter Naming - Bilingual: 94% & Mainstream: 78%
* Rapid Vocabulary - Bilingual: 64% & Mainstream: 43%
* Phonological Awareness - Bilingual: 87% & Mainstream: 73%
* Story Retell and Comprehension - Bilingual: 93% & Mainstream: 84%

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- Book and Print Knowledge - Bilingual: 86% & Mainstream: 86%
- Early Writing - Bilingual: 96% & Mainstream: 84%

Campus Math Range & Average at End of Year 2016-2017:

- Rote Counting to 30 (Ready to Apply) - Range: 30%-95% - Average: 69%
- Counting a Pile to 12+ (Ready to Apply) - Range: 48%-100% - Average: 85%
- Making a Pile to 9+ (Ready to Apply) - Range: 52%-100% - Average: 70%

Bilingual & Mainstream Math Range & Average at End of Year 2016-2017:

- Rote Counting to 30 (Ready to Apply) - Bilingual Range/Average: 45%-89%/67% & ESL/Mainstream Range/Average: 30%-95%/70%
- Counting a Pile to 12+ (Ready to Apply) - Bilingual Range/Average: 71%-95%/88% & ESL/Mainstream Range/Average: 52%-100%/82%
- Making a Pile to 9+ (Ready to Apply) - Bilingual Range/Average: 76%-100%/89% & ESL/Mainstream Range/Average: 39%-100%/79%

CIRCLE Math Assessment Campus & District Average at End of Year 2016-2017

- Rote Counting - Campus: 81% & District: 70%
- Shape Naming - Campus: 79% & District: 76%
- Number Discrimination - Campus: 91% & District: 87%
- Number Naming - Campus: 76% & 74%
- Shape Discrimination - Campus: 89% & District: 84%
- Counting Sets - Campus: 78% & District: 76%
- Operations - Campus: 44% & District: 46%
- Overall Measure - Ccampus: 84% & District: 81%

Student Achievement Strengths

1. <u>Literacy areas showing improvement comparing end of year averages from 2016 to 2017 in</u>:

   i. DRA/EDL2 level 2+ increased by 12 percentage points to 55%

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1. Math areas showing improvement comparing end of year averages from 2016 to 2017 in:

    i.   Counting a Pile to 12+ increased 10 percentage points to 85%

    ii.   Making a Pile to 9+ increased 14 percentage points to 84%

We met once per month as a staff and focused on academic and behavioral support strategies for struggling students. These were general strategies (i.e. Tier I RtI) generated/shared in a collaborative fashion to build capacity and support. A teacher needing individual student specific support would request a Pre-SSC conference to review Tier I documentation of interventions (orange folder) and plan forward for support. As indicated from Pre-SSC documentation, a formal SSC meeting(s) was held. The campus Counselor, Speech Therapist, Diagnostician and Director provided additional support/guidance/observations related to the area of need and their expertise when formal SSC meetings were held.

The campus Speech Therapist will provide whole class oral language development sessions across the campus once per month for 30 minutes. Teachers will be in a supportive role during these sessions so that they can learn strategies from the speech therapist to implement throughout the daily routine.

Bilingual classes increased the percentage of students developing as expected in the areas of EDL2 level 2+, and Letter ID. In addition, they narrowed up the range of students meeting expectations in the area of EDL2.

Mainstream/ESL classes increased the percentage of students developing as expected in the areas of DRA level 2+. In addition, they narrowed up the range of students meeting expectations in the area of DRA level 2+.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students meeting end of year literacy expectations on CIRCLE assessment range from 80% to 90% across all areas except for the area of Rapid Vocabulary measure which is 53%.

Problem Statement 2: Based on the CIRCLE end of year Social Emotional checklist, there is a 7.4 percentage point discrepancy between Bilingual Spanish classes (88.28%) and Mainstream/ESL classes (80.88%).

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School Culture and Climate

School Culture and Climate Summary

Teachers were surveyed regarding Team Norms:

Team Norm Survey Question	Strongly Disagree	Disagree	Agree	Strongly Agree
I know norms & protocols established by my team.		1	3	8
Team members are living up to norms & protocols.			9	3
Team members smaintain focus on established goals.			8	4
Team is making progress towrad achievement of goals.		1	8	3
Team is having a positive impact on my classroom practices.			8	4

Using the SBISD PLC Rubric, teachers rated the following 6 characteristic areas of a PLC as:

1. Shared mission, vision, values, and goals - 3 of the 4 indicators at the sustaining level.
2. Collaborative teams focused on learning - 2 of the 3 indicators at the sustaining level.
3. Collective inquiry - 1 of 1 indicator at the sustaining level.
4. Action orientation and experimentation - 1 of 2 indicators at the sustaining level.
5. Commitment to continuous improvement - 2 of 3 indicators at the sustaining level.
6. Results orientation - 3 of 3 indicators at the sustaining level.

Note: all above indicators not rated at the sustaining level were rated at the developing level.

School Culture and Climate Strengths

1. Teachers planned and implemented small group literacy instruction to include differentiation of leveled readers, word work, and interactive writing. Teachers implemented modeled/shared/guided/independent reading and writing. Teachers included weekly math exemplars in lesson planning and implementation.
2. Staff grew their collegiality and increased their collaboration as they presented highlights from their trainings during professional development. This

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also resulted in more professional and open communication between teachers and teacher assistants.

3. All professional staff continue implementing the use of instructional technology throughout the daily routine using iTouch/iPad apps as a way to provide additional literacy and math skill practice. Staff used book making software to design readers for students to use at school and at home. Staff share student technology use with colleagues during campus professional development sessions once per month.

4. All campus staff participated in 3 campus activities designed to provide a common understanding, language, and practice of great internal/external customer service through the *Share A Smile* Initiative.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: For the 2017-2018 school year, 9 of the total 15 teachers are new to the campus and 7 of the 9 new teachers at the campus are new to the district.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. Our Counselor has resigned to be a stay at home Mom.
2. We have 2 teachers (bilingual) and 1 teacher assistant that are being relocated to other PK Centers (PPS, TTS) for the 2017-2018 due to our decreased bilingual projected enrollment. The teacher assistant has resigned to be a stay at home Mom.
3. Two teachers have resigned effective the end of this school year (one Bilingual to be a stay at home Mom; one Mainstream/ESL moving out of state).
4. One Bilingual teacher resigned to leave education and work in the private sector in the family legal immigration business.
5. One ESL/Mainstream teacher wants experience in another grade level and is transferring to RGE.
6. One ESL/Mainstream teacher completed her Diagositician certification and reveived a Diagnostician position in another school district.
7. Our ADA transferred to another SBISD campus ADA position so she could work at the same campus her son will attend.
8. The remaining current staff are returning for the 2017-2018 school year.

Staff Quality, Recruitment, and Retention Strengths

BBS Leadership Team was involved throughout the process of hiring new staff.

1. New Counselor was hired in early spring 2017 (promoting from another SBISD campus) and was able to gain release time from campus to shadow BBS Counselor in various roles/tasks prior to the end of the 2016-2017 school year.
2. New ADA was promoted from within the campus. New ADA was hired this summer and due to the fact that our former ADA is now close by at the campus next door, she is able to get release time during summer 2017 to be a guide on the side during major ADA roles/tasks with our new ADA.
3. The majority of the new incoming staff were able to begin campus onboarding in May 2017.
4. All new staff to the campus have been assisgned a partner in a like position/role and one new teacher has been assigned a mentor.
5. In addition, Quad partnerships have been established (2 teachers and 2 teacher assistant sharing a classroom suite are partnered).
6. Staff have been given protocols to guide and help start crucial conversations.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: One of the nine new teachers to the campus has the least amount of years of experience across the campus (3 years experience).

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Bear Boulevard, we love to learn! We sum up our vision with three words: Rigor, Relevance, and Relationships. We strive to offer a rigorous curriculum while holding high expectations for every student's ability to reach their maximum potential. We take an interdisciplinary approach to our instruction. From the beginning of their school careers, we keep our focus on relevant learning that will prepare children for lives after and outside of school. But most importantly, we know that the relationship between the student and the teacher is the most vital element in the classroom.

Curriculum, Instruction, and Assessment Strengths

During the 2016-2017 school year, revised PK Guidelines were implemented; new learner responsive software was implemented (iStation); and new assessment was implemented (CIRCLE). Implementation will continue for the 2017-2018 school year. Collaborative instructional reviews focused on strategies to achieve campus goals will continue for the 2017-2018 school year.

The following feedback was provided by teachers and teacher assistants as part of the campus needs assessment indicating these are the areas that were done well during 2016-2017:

Project Approach – using real world examples
Incorporating Technology (i.e. YouTube playlists for monthly skills; QR Codes for classroom libraries)
Hands on Activities
No Place for Hate Projects, Project CLASS via Teacher in classroom
Perfect Attendance Award & Photo each 9 Weeks
Parent Learning Days & Volunteers & Parent Classes
Parent Conferences, Open House, Newsletters
Fall & Spring Book Fairs
Number Concepts, Patterns, Shapes, Measuring, Sorting, Exemplars
Read Alouds, Balanced Literacy, Small Group Instruction
Free books – Dr. Seuss
Reading & Writing Connections with all Content Areas, Workstations
Professional Learning with Ms. Marquez
Visit to Feeder Schools

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Initial implementation of PK three year old program will begin in the 20187-2018 school year and need to increase knowledge of curriculum, instruction, and assessment research-based practices.

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Family and Community Involvement

Family and Community Involvement Summary

Bear Boulevard values and actively engages parent participation and community involvement in a variety of ways throughout the school year.

Family and Community Involvement Strengths

1. Through CIT team participation, we had four parent representatives on our CIT team for the 2016-2017 school year (only one parent participated; parent attendance at CIT meetings dwindled throughout the school year).
2. Monthly newsletters were sent to parents in English, Spanish and Vietnamese.
3. We had the majority of students represented by parents/guardians at Orientation, Open House, Parent Conferences, and Parent Learning Days.
4. Parents responded to attendance courtesy calls, absence note reminders, and home visits to reduce tardiness and increase student attendance.
5. Parent Learning Days were conducted in the fall semester by all teachers/classes across the campus. Parents responded well, provided input, and carried over strategies at home. Teachers continued Parent Learning Day sessions in the spring semester on an as needed basis.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Lotteried two parent CIT representatives and two parent CIT alternates for the 2016-2017 school year, one of the four parents participated in Campus Improvement Team meetings.

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School Context and Organization

School Context and Organization Summary

Bear Boulevard is a school for early learning located centrally within Spring Branch ISD. The campus serves three and four year old students in Prekindergarten from 6 Elementary feeder schools. Each classroom is lead by a certified teacher and a teacher assistant. Campus languages of instruction are English and Spanish. Free bus transportation is provided to all four year old students. Breakfast and lunch is provided to students at no cost. Campus goals: 58% meet expectations in Rapid Vocabulary; 91% meet expectations in Book and Print Knowledge; 95% Early Writing; and 49% Numeracy Operations.

School Context and Organization Strengths

One of the keys to our success is our extensive professional development model that focuses on the adult learners in our school.

- Daily Campus PD for Teachers 2:30-3:20
- Monthly Campus PD for Teacher Assistants 3:00-3:30 & on early dismissal afternoons
- Teachers engage in whole campus planning, quad partner planning, & individual planning
- Teachers share Math & Literacy instructional strategies related to campus goals throughout the year
- Teachers engage in 4 collaborative instructional reviews related to campus goals throughout the year

Teachers are encouraged to reflect on their practices and are constantly striving to increase their skills not just in teacher, but as facilitators in raising readers, writers, mathematicians and scientists of the future. Staff grew their collegiality and increased their collaboration as they presented highlights from their trainings during professional development. This also resulted in more professional and open communication between teachers and teacher assistants.

- Teachers share student instructional technology applications with all at staff meetings
- Director shared Personalized Learning training with all staff at all staff meetings
- Team Leader Internships: one supports Teacher Assistants & one supports Teachers focused on individual needs: PBIS, academic instruction, planning, processes, adult relationships, student relationships, etc.

Each day students participate in three learning workshops focused on higher level thinking skills and problem solving: literacy, math, and projects.

1. We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year (Beginning of Year Assessment data) and building on their strengths (formative assessment throughout the school year) to help them reach their full potential in early reading and writing (End of Year Assessment data).
2. Our Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic

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situations.

In addition, students participate in daily gross motor instruction and recess.

Teaching young children appropriate social skills is critical in early childhood. There were no office referrals for the 2015-2016 school year. We believe it is not developmentally appropriate to send 4 year olds to the office when behavioral challenges arise; but rather it provides us with a learning opportunity to guide the student toward better behavioral choices within the context of the classroom. When needed, teachers called for additional assistance to come to the classroom to help teach through a behavior. This additional assistance was provided in a consultative nature to the teacher by the Counselor, CIS, Speech Therapist, and/or Director. Professional development sessions were held before and throughout the school year focusing on teaching routines and procedures and positive behavioral supports. In addition, campus wide PBIS was implemented.

We met once per month as a staff and focused on academic and behavioral support strategies for struggling students (aka At Promise Students). These were general strategies (i.e. Tier I RtI) generated/shared in a collaborative fashion to build capacity and support. A teacher needing individual student specific support would request a Pre-SSC conference to review Tier I documentation of interventions (orange folder) and plan forward for support. As indicated from Pre-SSC documentation, a formal SSC meeting(s) was held. The campus Counselor, Speech Therapist, Diagnostician, and Director provided additional support/guidance/observations related to the are of need and their expertise when formal SSC meetings were held.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Nine of Fifteen teachers are new to the campus for the 2017-2018 school year and three of the five members on the Leadership Team are new to the role.

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Technology

Technology Summary

At Bear Boulevard, technology is used by students and staff to provide on demand access to information, to increase student engagement, to provide opportunities for students to create products, and to practice skills and apply knowledge.

Technology Strengths

1. All classes are scheduled to use the ActivBoard in the library area of room 18 two times per week and open scheduling available on Fridays.
2. Teachers use the internet to find research and resources to support their instructional content, planning and implementation. Need to continue to build collaborative networks (i.e. wikis, blogs, goggle docs, campus web page, Lync, Skype, etc.) to share information across teachers.
3.

   Students use the apps on iTouch and iPad to practice literacy and math skills; generate collections of stories/books; etc. Campus supported the AppE Process and purchased $25.00 iTune cards – apps were purchased.
4.

   Campus purchased flat screen TVs to connect with Apple TV and iPad/Touch, laptop, etc. to provide additional access to information within the classroom.
5.

   Students participate in electronic benchmark testing at the beginning, middle, and end of the school year (CIRCLE). Students engage with interactive and responsive software (iStation) to practice skills on a weekly basis.

Problem Statements Identifying Technology Needs

Problem Statement 1: Mini-iPads are not being used to fullest potential due to the fact they are restricted to iStation use and the addition of apps is prohibited.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Community and student engagement rating data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

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- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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Goals

Goal 1: Student Growth/Post-Secondary Achievement and Equity: Bear Boulevard believes that a great school focuses on student growth to ensure the successful completion of some form of higher education for every child.

Performance Objective 1: 100% of students will meet or exceed the expectations described in the TEA Prekindergarten Guidelines and will be on track to be college-ready.

   Evaluation Data Source(s) 1: Student report cards will show development as expected across content areas.
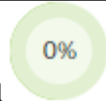
   Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Implement research-based comprehensive literacy strategies during direct and differentiated small group instruction focused on: interdisciplinary workstations &projects; read alouds; shared/guided/independent reading and writing; teacher led/assisted/peer oral language; vocabulary building; word recognition/production; and phonological/phonemic awareness.	1, 2, 3, 7, 8, 10	Director Leadership Literacy Math Team Staff	End of Year CIRCLE Rapid Vocabulary data will show 58% of students meeting expectations. End of Year CIRCLE Rapid Vocabulary data will show a 5% point decrease in the gap between Bilingual classes and Mainstream/ESL classes. End of Year CIRCLE Book and Print Knowledge data will show 91% of students meeting expectations. End of Year CIRCLE Early Writing data will show 95% of students meeting expectations.			
Funding Sources: 211 - Title I, Part A - $5,400.00						
2) Promote and extend early mathematics development based on PK Guidelines, NAEYC, and NCTM standards which include the content areas of: number concepts, extending patterns, naming and recognizing shapes, understanding measurement and sorting objects. Include one math exemplar per week.	1, 2, 3, 7, 8, 10	Director Leadership Literacy Math Team Staff	End of Year CIRCLE Operations data will show 49% of students meeting expectations.			
Funding Sources: 211 - Title I, Part A - $4,514.00						

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3) Provide universal access to instruction and maximize learning for all students by facilitating student use of instructional technology and adaptive software (i.e. iPod, iPad, ActivBoard, iStation, Dream Box). Continue to use cameras and book making software for instructional purposes.	1, 2, 3, 4, 7, 8, 10	Director Leadership Literacy Math Team Staff	iStation and Dream Box data; Summative Appraisals			
4) Invite Kindergarten teachers from feeder schools to participate in campus professional development sessions. Students visit feeder school in spring to prepare for transition to Kindergarten.	1, 4, 7	Director Elementary Principals of feeder schools Leadership Literacy Math Team	Feedback from campus and feeder school staff; professional development staff sign-in sheets; digital books depicting student visit to feeder school			
	Funding Sources: 211 - Title I, Part A - $500.00					

100%
= Accomplished

0%
= No Progress

❌
= Discontinue

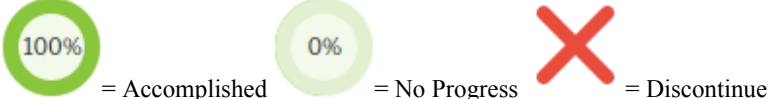The Bear Blvd. School
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Goal 2: School Connectedness/Post-Secondary Equity: Bear Boulevard believes that a great school connects students to ensure a sense of belonging for all.

Performance Objective 1: To prepare students for their future, 100% of students will engage in collaborative learning experiences focused on developing an awareness of the words, thoughts, and feelings of others.

Evaluation Data Source(s) 1: Logs, sign-in sheets, and attendance data show parent and staff collaboration events and report cards show student progress in the area of social/emotional skills developing as expected.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Campus Counselor will conduct classroom guidance lessons with students in each classroom every other week related to self-concept skills, self-control skills, social competence skills, and social awareness skills.	1, 2, 3, 4, 10	Counselor CIS	Improved student classroom behavior as noted on End of Year CIRCLE Social Emotional Checklist. Decrease the discrepancy between Bilingual and Mainstream/ESL class End of Year CIRCLE Social Emotional Behavior Checklist average scores from a 7.4 percentage point discrepancy to a 3.7 percentage point discrepancy.			
Funding Sources: 211 - Title I, Part A - $68,886.00						
2) Staff will implement social/emotional learning strategies to promote positive student self-esteem and provide positive behavioral supports.	1, 2, 3, 4, 6, 8, 10	Counselor CIS Staff Director	Improved student classroom behavior as noted on End of Year CIRCLE Social Emotional Checklist. Progress noted on report card in the area of Social Emotional development			
3) Promote parent/community support through consistent communication and collaboration about their child's learning by: sending the child to school on time ready to learn, attending parent/teacher conferences and other school events, volunteering, and remaining informed through newsletters and school-related announcements.	6, 10	Director Counselor CIS Parent Partner & Newsletter Committee Staff	Student attendance data; Volunteer Logs; Parent attendance at various activities such as: Orientation, Title I meetings, Open House, Parent/Teacher Conferences			

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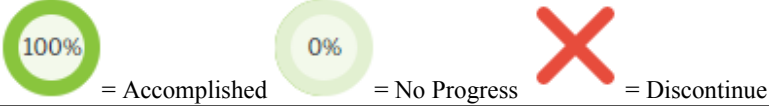Generated by Plan4Learning.com

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4) Promote ongoing parent and community involvement by providing opportunities for parent education training such as: use of BBS Parent Center (coffees, make & take sessions), parenting classes, parent book study, Love & Logic for Parents, and BBS Parent Learning Days.	3, 4, 6, 7, 10	Counselor CIS School Nurse Director Parent Partner & Newsletter Committee	Rosters of attendance at various parent training and school events			
	Funding Sources: 211 - Title I, Part A - $1,000.00					

100%
= Accomplished

0%
= No Progress

✗
= Discontinue

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Goal 3: School Connectedness: Bear Boulevard believes that a great school personalizes learning to build on the strengths and gifts of every child.

Performance Objective 1: 100% of students will experience increased engagement in their learning by designing and participating in child-centered, interdisciplinary projects.

> **Evaluation Data Source(s) 1:** Students demonstrate real world and relevant learning connections during Phase 3 of at least two projects per school year.

> **Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Students will participate in interdisciplinary project-based learning and field investigation experiences (i.e. Houston Arboretum, Fiesta, Children's Museum, etc.) on and/or off campus to provide them with real world and relevant connections to their learning.	1, 2, 3, 5, 10	Leadership Literacy Math Team Field Investigation & fun Days Committee	Schedules and lesson plans reflect Phase 3 of each project requiring students to share artifacts and learning with others.			
Funding Sources: 211 - Title I, Part A - $3,000.00						
2) I will strengthen my knowledge of curriculum, instruction, and assessment research-based practices of PK3 Programs providing staff implementation guidance and monitoring of student performance.	1, 2, 3, 4, 8, 9, 10	Director PK Multi-Classroom Leader PK3 Teachers	Lesson plans reflect the curriculum. CIRCLE assessment shows student growth from beginning of year to middle of year and end of year. Staff survey at the end of each semester.			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

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Goal 4: Bear Boulevard will remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, Bear Boulevard will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. One Way Dual Language.	1, 2, 4, 8, 10	Director Counselor	Report Cards; Anecdotal Record for Language Acquisition (ARLA) done each 9 weeks to show observational growth on English language acquisition; Promotion/Retention Data; End of Year LPAC Meetings; End of Year Analysis of student progress toward increased fluency in English (progression from NES toward FES)			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. Strategies include: weekly professional development, data-driven lesson planning, and small group instruction. Plan for Kindergarten staff from feeder schools to participate in some campus professional development.	1, 2, 4, 5, 7, 8, 10	Director Leadership Literacy Math Team Staff Elementary Principals from feeder schools	Report Cards; Records of progress for Language and Literacy showing growth each 9 week period; End of Year Literacy Assessments; End of year analysis of increased percentage of students showing development as expected and advanced development on district literacy assessments			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. We are an Early Learning Center and only have grades PK and K.						

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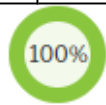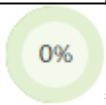|						
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.	3, 4, 5, 10	Director Staff	Lesson plans; Documentation for examining levels of integration, training, and implementation; End of Year data analysis as compared to previous year's data			
5) Promote parent and community involvement in drug and violence prevention programs/ activities by: hosting parent meetings, Love and Logic Parent Training sessions, and distributing information through our campus Parent Center.	1, 2, 3, 4, 6	Counselor CIS Director	Program Calendar, Agendas, Participant Rosters, Parent Evaluations/Surveys			
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * SEL * Love and Logic The campus Social Emotional Learning Cadre will train all staff in professional development sessions once per month throughout the school year. Additionally, teachers will receive campus training in August on teaching classroom routines and procedures, and to provide positive behavioral supports.	1, 2, 3, 4, 6, 10	Director Counselor CIS Staff	Professional Development Calendar; Agendas; Staff Sign-In Sheets			
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The campus does not have special education certified instructional staff. A speech and language pathologist provides services to students on the campus within the LRE. District LSSP, Diagnostician, SLP and Counselor provide professional development to support access, participation, and success within the general education curriculum for all students.	1, 2, 3, 4, 6, 8, 9, 10	SLP LSSP Diagnostician Counselor Director	Professional Development Schedule, Agendas, and Participant Sign-In Sheets			
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.)						

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9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education time lines and compliance requirements. District LSSP, Diagnostician, SLP, Counselor, and Director receive district level professional development to remain in compliance with time lines and requirements.	2, 3, 4, 8, 10	LSSP Diagnostician SLP Counselor Director	Meeting agendas and sign-in sheets; analysis of annual appraisal report for 2015-2016 and 2016-2017 comparison of referral status (time line compliance, qualify vs DNQ, etc.).			
10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist The campus does not have specialist(s) to provide supplemental At-Risk services in the above listed content areas. However, the campus Leadership Literacy Math Team and the campus Social Emotional Learning Cadre provides collaborative professional development and technical assistance to supply teachers with strategies for struggling students once per month. Campus staff provides weekly professional development sessions across the content areas. In addition, all Teachers are either Bilingual or ESL Certified.	2, 3, 4, 7, 8, 9, 10	Director Counselor Leadership Literacy Math Team Social Emotional Learning Cadre Staff	Social Emotional Learning and At Promise Student meeting agendas and sign=-in sheets; analysis of annual appraisal report for 2015-2016 and 2016-2017 comparison of referral status (time line compliance, qualify vs DNQ, etc.).			
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students). Use content and developmentally appropriate manipulatives, (magnetic letters, puzzles, lacing cards, etc.), and literacy materials, (leveled books, bilingual centers, etc.), to support instruction I the areas of listening, speaking, reading, and writing commensurate with the student's level of English. Students receiving bilingual or ESL support during the school year are eligible to participate in the Special Language Summer School Program.	1, 3, 8, 9, 10	Director Counselor Leadership Literacy math Team Staff	Identify At-Risk Students; Fall, Mid Year, End of Year District Literacy Assessments; Beginning of Year IPT and End of Year IPT; Anecdotal Record for Language Acquisition (ARLA) done each 9 weeks to show observational growth on English language acquisition; End of Year LPAC Meetings; End of Year Analysis of student progress toward increased fluency in English (progression from NES toward FES); Report Cards			
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships We build volunteer partnerships by: identifying and welcoming them; providing communication and collaboration opportunities about school events through newsletters, notes home, parent center, etc.; providing training and support through the campus parent center; and recognize volunteers at the district Good Neighbor Ceremony.	1, 3, 6, 8, 9, 10	Director Counselor Parent Partner & Newsletter Committee Share A Smile Cadre	Volunteer log; end of year increase in the number of volunteers/partnerships from 2016-2017 school year; end of year increase in number of hours of volunteers; survey of staff and volunteer/partner representatives and evaluation of volunteer/partnership programs			

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13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * State Prekindergarten Guidelines in the content areas of English/Language Arts, social studies, and/or science, and/or math. * DDI * One Way Dual Language Program * Project Approach * Small Group Instruction * This includes	1, 2, 3, 4, 8, 10	Director Leadership Literacy Math Team Counselor SLP LSSP Diagnostician Staff	Fall, Mid Year, End of Year District Literacy Assessments; Report Cards; Beginning of Year IPT and End of Year IPT; Anecdotal Record for Language Acquisition (ARLA) done each 9 weeks to show observational growth on English language acquisition; End of Year LPAC Meetings; End of Year Analysis of student progress toward increased fluency in English (progression from NES toward FES); End of Year Staff Implementation Survey; STaR Chart Survey; Teacher Appraisals; Campus Professional Development Plan, Agendas, Sign-In Sheets			
opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. Professional development will be provided by campus Director, Leadership Literacy Math Team, Counselor, and staff impacting one or more of the above on a weekly basis.	Funding Sources: 211 - Title I, Part A - $9,100.00					
14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. Formerly DDI trained teachers will mentor new teachers to the campus and provide ongoing support. Professional development will be provided at the campus level on a weekly basis.	3, 4, 9, 10	Director Counselor Leadership Literacy math Team Technology Committee	Campus Professional Development Plan, Agendas, Sign-In Sheets; Lesson Plans; Classroom Walk Thrus; Eduphoria Workshop Transcripts; End of Year Professional Development Level of Implementation Survey			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Support will be provided by assigned teacher partner in areas of assessment, curriculum scope and sequence, daily routine, classroom environment, student progress, centers, and positive behavioral supports. The campus Team Leaders will provide guidance, and assessment/curriculum/lesson planning support.	1, 3, 4, 8, 9, 10	Director Counselor Team Leaders	New Teacher Campus Orientation Agenda, Sign-In Sheets; Team Planning Meeting Sign-In Sheets			
16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website. Campus representatives will participate in district transfer fair, job fairs, meet and greets, etc. The campus website will be updated in the Fall and in the Spring.	1, 2, 3, 4, 5, 8, 9, 10	Director Counselor Team Leaders Staff	Website Update Fall &Spring; Job Fairs; Staff Retention Rate; Staff Transfer Requests			

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17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. Collaboration will occur through the campus Parent Center, CIT meetings, Parent meetings, Parent Conferences, Room Parents, and Parent Learning Days.	1, 3, 4, 6, 8, 9, 10	Director Counselor CIT Parent Partner & Newsletter Committee Leadership Literacy Math Team Technology Committee	Agendas, Sign-In Sheets, Minutes per planning meeting/conference/event/training session; parent survey			
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. to increase parent involvement in campus transition activities, parents will be invited to visit their child's Kindergarten feeder school. BBS staff will take photos of Kindergarten feeder school visit with students and then make books about their visit to send home for parents to read with their child. Parents can also access the BBS Parent Center and use the technology tools to make their own book about the visit to their Kindergarten feeder school.	2, 6, 7, 10	Director Counselor PK and K Teachers Parent Partner & Newsletter Committee	In Spring 2018 identify Kindergarten students by feeder campus for the 2018-2019 school year; Invite parents to Kinder Roundup; Conduct student visits to Kindergarten feeder campus (spring 2018); Each Student takes home book of Kinder feeder school visit; sign-in sheets per campus visit and parent access to Parent Center			
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. We are an Early Learning School and have PK and K grades only.						
20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. We are an Early Learning School and have PK and K grades only.						

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21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) We are an Early Learning School and have PK and K grades only.						
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - 1. appropriate labeling, stowing, and usage of cleaning solution; 2. appropriate labeling, stowing, and distribution of hand sanitizer; 3. implementation of required monthly safety drills; 4. Classroom guidance lessons focused on topics from the Texas PK Developmental Guidance Plan; 5. Staff implementation of Love and Logic strategies, Social Emotional strategies, and Positive Behavioral Supports	1, 4, 8, 10	Director Nurse Counselor Crisis Response Safety Team Staff Parents	Hazardous Material Inventory completed by staff (Fall 2018); Classroom/Campus Safety Walk Thrus (Fall &Mid Year); Safety Drill After Action Monthly Reports; Classroom guidance lessons delivered 2 twice each month in each class; lesson plans			
23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish/Vietnamese. *share compact with parents and document. The Home/School Compact and the Parental Involvement Policy is collaboratively developed by staff and parents at he Back to School Night held within the first nine weeks of the school year, during which final copies (English, Spanish, Vietnamese) are given to parents and signed and returned. For parents unable to attend this meeting a copy is sent home in the weekly folder. The Home/School Compact and the Parent Involvement Policy are included in the Title I portfolio.	1, 6, 10	Director Counselor CIT CIS Staff	Fliers, Agendas, Sign-In Sheets, final version of the Home/School Compact and Parental Involvement Policy			
24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. Meetings will be held in August during Orientation and in September during Back to School Night. English, Spanish, and Vietnamese translators will be provided.	1, 2, 3, 6, 9, 10	Director Counselor CIS Staff	Fliers, Agendas, Sign-In Sheets; Parent Survey			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

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Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$17,150.00
				+/- Difference	$17,150.00

199 PIC 32 - Pre-Kindergarten

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$910.00
				+/- Difference	$910.00

199 PIC 34 - Pre-K At Risk/SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,400.00
				+/- Difference	$4,400.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,450.00
				+/- Difference	$5,450.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

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1	1	1		11.6329	$5,400.00
1	1	2	manipulatives, materials	11.6399	$4,514.00
1	1	4		11.6494	$500.00
2	1	1	Counselor	61XX	$68,886.00
2	1	4		61.6499	$1,000.00
3	1	1	materials, manipulatives, guest speakers, field investigations	11.6399	$3,000.00
4	1	13	access to training and conferences	13.6411 & 13.6239	$7,500.00
4	1	13		13.6112	$1,600.00
				Sub-Total	$92,400.00
				Budgeted Fund Source Amount	$92,400.00
				+/- Difference	$0
				Grand Total	$92,400.00

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