

White Settlement Independent School District

Blue Haze Elementary

2024-2025 Campus Improvement Plan



BLUE HAZE
ELEMENTARY

Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Developing passion to learn ... discovering purpose for tomorrow.

Core Beliefs

We believe:

- Students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
 - A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
 - Continuous professional growth is essential for student success.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
District Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Engagement	12
District Organization	13

Technology	14
Demographics	15
Student Learning	16
School Processes & Programs	18
Perceptions	20
Priority Problem Statements	21
Comprehensive Needs Assessment Data Documentation	22
Goals	24
Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.	24
Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.	28
Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.	30
Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.	31
Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.	32
State Compensatory	34
Budget for Blue Haze Elementary	34
Personnel for Blue Haze Elementary	34
Title I Personnel	35
Campus Leadership Team	36
Campus Funding Summary	37

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

- (1) the date(s) that the CNA was reviewed and revised for the current school year,
- (2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
- (3) areas examined, and
- (4) list of multiple data sources analyzed.

Demographics

Demographics Summary

Situated in a suburban neighborhood combined with new housing developments, Blue Haze Elementary serves approximately 750 students who reside in the city of Fort Worth, West of Loop 820.

The demographic make-up of Blue Haze is: White - 51%, Hispanic - 30%, African American 9%, Two or More Races - 7%, Asian Pacific Islander 2%, American Indian 1%. At Blue Haze, 15% of our students are being served by Special Education programs including push-in support, speech therapy, and PPCD. Approximately 9% of our students are English Language Learners and receive content-based support. Our Economically Disadvantaged population is 46%. Our overall attendance average is 94%.

Demographics Strengths

Blue Haze Elementary continues to grow and become more diverse, and works hard to involve all of our great families. Students have the opportunity to learn to work closely with people who are different from them. We work hard to develop programs that allow us to differentiate and meet the needs of all students on campus.

Demographics Needs

At-Risk Students—45.4%

RTI Students—19%

Economically Disadvantaged—46%

Proper and early identification of struggling students and effective accelerated instruction for students struggling in reading and/or math through the use of staff, intervention materials, and programs are utilized to assist with decreasing the above percentages.

Activities/Programs that promote parental involvement

Student Achievement

Student Achievement Summary

Although the primary instrument for determining student achievement is the STAAR, WSISD utilizes other instruments, as well as, including SOI (Structure of Intellect), iStation, IXL, the Diagnostic Reading Assessment (DRA), CBAs, Unit Tests, selected textbook publisher assessments, and TELPAS. In addition, special education students are evaluated using a variety of assessment instruments based on individual needs (IEP). Blue Haze Elementary has met the highest state standard for the past 6 years.

2024 STAAR Results

Subject	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3rd Math	63%	33%	6%
3rd Reading	70%	42%	11%
4th Math	69%	42%	11%
4th Reading	85%	45%	12%

Student Achievement Strengths

Significant improvements in 3rd Grade Reading, 4th Grade Math, and 4th Grade Reading were the result of an emphasis on engaging students through meaningful learning experiences inspired by the Ron Clark Academy. The implementation of "No New Instruction" time and tutorials also allowed teachers to provide interventions during the school day.

Student Achievement Needs

Continued emphasis in improving expository/narrative writing skills, as well as, editing texts.

Continue to implement literacy strategies to ensure an increased number of students reaching BOY/MOY/EOY grade level reading requirements on DRA assessment.

Increase student performance averages in all STAAR tested areas to 100%.

4th math STAAR: decreased 2% in satisfactory from last year, decreased 3% in advanced
3rd math STAAR: decreased 2% in satisfactory from last year

Continue to research and implement strategies to reduce excessive student absences/tardies.

Integration of cross curricular instruction to ensure student mastery in multiple curriculums.

Utilize daily guided reading small groups with progress monitoring, purposeful workstations, phonics instruction, and other proven techniques to improve reading instruction.

Utilize Blooms Planning guide and Rigor/Relevance PD to increase rigor and relevance of student learning.

Utilize data from district assessments to drive instruction for reading, writing and math in all grade levels.

Student attendance needs to increase from 95% in 2015-16.

District Culture and Climate

District Culture and Climate Summary

Blue Haze is a large school, but works hard to build community amongst students and teachers through the implementation of GRIT Houses. The staff supports each other and takes care of one another. Bi-weekly staff meetings, luncheons, and working together to earn House Points helps to build a positive campus culture. Each team is led by a Team Leader who meet monthly with Administrators to address campus concerns and communicate needs. An emphasis on Growth has changed the conversation with both students and teachers as we all work to become better than we were yesterday. Most staff and parents feel that Blue Haze is a safe, engaging learning environment.

District Culture and Climate Strengths

There are several initiatives that contribute to the culture and climate at Blue Haze:

- Each month staff votes on a teacher/employee of the month.
- Teachers communicate daily with parents via take-home folders/behavior calendars.
- Teachers meet once weekly during extra conference for grade level PLCs.
- Teachers meet at least once weekly during conference for Team Lesson Collaboration.
- Teachers recognize students who demonstrate GRIT or exceptional positive behavior by choosing them to be a "Kid with GRIT"
- Administration sends out weekly newsletter to staff each week
- Perfect Attendance Popcorn Parties, Six Flag Ticket Giveaways, Perfect Attendance Parties
- District Instructional Rounds are scheduled twice a year, and campus instructional rounds are also scheduled twice.
- Grade levels send out electronic weekly newsletters to parents.
- Book Blitz once a semester at local parks - families can join us for an hour committed to reading.

Blue Haze has a strong PTA that organizes volunteers that help make "magic" happen at BHE. PTA also sponsors several events that help Blue Haze staff promote family involvement in their child's learning.

All hallways and classrooms were repainted over the summer and provided a fresh new look at Blue Haze.

District Culture and Climate Needs

- Principal will send out a monthly campus newsletter to community
- Admin will continue to update campus FB page with photos, videos, info, events, etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Blue Haze teachers are Highly Qualified. This year, there are 26 new staff members at Blue Haze, including 2 brand-new teachers. A change in campus leadership provided a good opportunity to hire new teachers that are excited about being a part of the future of Blue Haze. Our team members vary in age and years of experience, so we have diversity in the areas of knowledge and technique.

WSISD provides lots of opportunities for professional development of staff. On-campus instructional coaches, collaboration through PLCs, Just-In-Time Trainings, and other professional development opportunities allow us to develop our young teachers.

Staff Quality, Recruitment, and Retention Strengths

All Blue Haze teachers are highly-qualified, and all first-year teachers are supported through WSISD Mentor Program. Grade-level teams also work together to support one another.

Teachers have opportunities to attend Solution Tree PLC Conference and other training that builds their capacity.

Monthly morale boosters help teachers and staff feel appreciated.

Staff Quality, Recruitment, and Retention Needs

Provide additional and effective Professional Development opportunities for all content areas.

Increase opportunities for staff team building and understanding for all campus responsibilities and expectations.

Work on strengthening our PLC structures to provide a safe place for teachers learn, improve their teaching practices, and to collaborate about their impact on student achievement.

Administration will provide consistent feedback to teachers and teams to encourage team collaboration and alignment, and teacher self-reflection on instructional practices.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

BHE is using the district created curriculum that is aligned with the state mandated TEKS. Teachers collaborate and use a variety of instructional materials and strategies. Grade level PLC's are in place to review and evaluate student progress and data results. This directly drives our instruction in the classroom, during small group sessions and in tutorials. MTSS Decision Point Meetings are attended by grade level and administration each six weeks to discuss needed interventions for students. Title 1 tutors will be hired in spring to assist with the small group instruction on a daily basis.

Curriculum, Instruction, and Assessment Strengths

The MTSS program is successful in diagnosing/reviewing student needs.

Campus sets high student expectations and instructional rigor within the classroom.

Teachers utilize Thinking Maps across curriculum areas.

Teachers utilize Fundamental Five.

Utilization and integration of iPads carts and other technology in daily classroom instruction.

Grade Level PLC meeting times weekly to discuss student progress.

Curriculum, Instruction, and Assessment Needs

Professional development that will lead to more effective small group instruction.

Utilizing the Frame of Reference w/Thinking Maps

Utilizing Workshop Model with effective closings to support meaningful connections/student reflection.

More small group, intensive instruction is desired.

Mentoring Minds workbooks for 3rd and 4th grade will be purchased to be utilized in daily instruction.

LLI Blue Kit has been purchased to support RTI interventions.

Math and ELA Vertical Alignment Teams meet each six weeks to build campus alignment.

Interventionists, TAs, Life Skills and Team Leads committees meet once per six weeks for updates/collaboration.

Family and Community Engagement

Family and Community Engagement Summary

Blue Haze Elementary has a strong parental support system. We have over 150 volunteers with our VIP program. The volunteers assist in the classroom, copy needed materials, and make instructional materials. Creating awareness about the variety of programs and opportunities available at BHE and at the district level allows parents and families to be involved in student learning and success. We host the BHE Bash, Open House, Family Academic Night and many other events throughout the school year. The PTA is an integral part of our school and provides services, activities and monetary funds for the campus.

Family and Community Engagement Strengths

Numerous opportunities for family and community involvement.

Strong VIP base.

Active PTA.

Family and Community Engagement Needs

Increase parent conference days.

Held a Curriculum Night in September to inform parents on academic needs and expectations for students this year.

Based on Curriculum Night Parent Survey, parents want more instructional information sent home.

Continually provide parents with information/strategies/instruction in order to assist students with learning.

Provide parents with information through the campus and district websites.

Work with PTA to organize and build specific volunteering opportunities.

District Organization

District Organization Summary

BHE has created an instructional schedule that allows for better utilization of personnel. It also has a built in MTSS time that is dedicated to grouping our students based on their current needs so the instruction can be intentional and specific. Before and after school tutorials are provided each week by each grade level teacher, and students that need extra intervention are invited to stay for the added instructional time. Campus and Grade Level PLC meetings occur routinely to discuss student needs and progress. This information is the driving force behind our daily instructional practices.

District Organization Strengths

Staff members have a voice in the decision making process of the school through their area/grade level representative on the Campus Plan Committee.

Grade Level PLC meetings occur on a weekly basis to discuss student progress.

We have a full time Dyslexia teacher on campus.

District Organization Needs

The Content Mastery Lab has been reinvented and the procedures and student progress will continually be monitored.

Each grade level teacher is required to offer two before/after school tutoring sessions weekly, beginning in October.

Technology

Technology Summary

We continue to coordinate with the district technology department to improve upgrades, help maintain compatibility and provide the latest supported versions of the network operating systems and software. We have purchased software for all students to access during the technology rotation. Our teachers receive training sessions dedicated to learning new projects, apps and other educational links that can be included in classroom instruction through the use of iPads.

Technology Strengths

Additional iPad carts were provided to BHE.

Staff members have received sufficient technology training.

Increase in student use with technology during instructional lessons.

Technology Needs

Continue to purchase more technology devices for instructional purposes.

Continue to attend training sessions on the newest strategies in integrating technology into the classroom setting.

Continue to upgrade existing computers.

Students will utilize iStation and Reflex math.

Teachers and staff are utilizing Google Drive to support shared content/collaboration.

Demographics

Demographics Summary

Situated in a suburban neighborhood combined with new housing developments and several apartment complexes, Blue Haze Elementary serves approximately 750 students who reside in the city of Fort Worth, West of Loop 820.

The demographic make-up of Blue Haze is: White - 51%, Hispanic - 30%, African American 9%, Two or More Races - 7%, Asian Pacific Islander 2%, American Indian 1%. At Blue Haze, 15% of our students are being served by Special Education programs including push-in support, speech therapy, and a Behavior Intervention Class. Approximately 9% of our students are English Language Learners and receive content-based support. Our Economically Disadvantaged population is 57%. Our overall attendance average is 95.48%.

Demographics Strengths

Blue Haze Elementary continues to grow and become more diverse, and works hard to involve all of our great families. Students have the opportunity to learn to work closely with people who are different from them. We work hard to develop programs that allow us to differentiate and meet the needs of all students on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With the changes in our demographics and student population we have seen an increase in students with Social-Emotional, Academic, and Behavior Needs.

Student Learning

Student Learning Summary

Although the primary instrument for determining student achievement is the STAAR, WSISD utilizes other instruments, including SOI (Structure of Intellect), the Diagnostic Reading Assessment (DRA), CBAs, Unit Tests, selected textbook publisher assessments, and TELPAS. In addition, special education students are evaluated using a variety of assessment instruments based on individual needs (IEP). Blue Haze Elementary has not received a rating yet using TEA's 2024 Accountability Rating System.

2024 STAAR Results

Subject	Approaches GL	Meets GL	Masters GL
3rd Math	63%	33%	6%
3rd Reading	70%	42%	11%
4th Math	69%	42%	11%
4th Reading	85%	45%	12%

Student Learning Strengths

Blue Haze had a few areas of improvement over our 2023 scores. By improving our Tier 1 Instruction, we were able to see improvement in all academic areas. The commitment to "Flex Time" and PLCs helped contribute to these increases. We've also closely monitored "student growth" over the previous year's assessment and that had a very positive impact on our overall performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a significant gap in where "all" students are achieving and where each sub-population (White, Special Ed, African American, Two or More Races, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations.

Problem Statement 2 (Prioritized): Our kids are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.

Root Cause: Students don't come to school with enough awareness about reading and lack opportunities to have good reading modeled for them.

Problem Statement 3 (Prioritized): The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas.

Root Cause: The design of the STAAR test changed and we are not differentiating enough to meet the needs of our higher-performing students.

School Processes & Programs

School Processes & Programs Summary

BHE teachers have received an increased amount of professional development throughout the last year, particularly in engagement strategies, classroom management, and Tier 1 Instruction. Several teachers have dramatically increased student engagement as a result of the PD, and we have also implemented daily Morning Meetings to support social-emotional learning.

Blue Haze is a large school, but works hard to build community amongst students and teachers through the implementation of GRIT Houses. The staff supports each other and takes care of one another. Staff meetings, luncheons, and working together to earn House Points helps to build a positive campus culture. An emphasis on Growth has changed the conversation with both students and teachers as we all work to become better than we were yesterday. Most staff and parents feel that Blue Haze is a safe, engaging learning environment.

We are utilizing Title 1 Tutors to support students significantly below grade level in Reading.

All Blue Haze teachers are Highly Qualified. Our team members vary in age and years of experience, so we have diversity in the areas of knowledge and technique.

WSISD provides lots of opportunities for professional development of staff. On-campus instructional coaches, collaboration through PLCs, and other professional development opportunities allow us to develop our young teachers.

BHE is using the district created curriculum that is aligned with the state mandated TEKS. Teachers collaborate and use a variety of instructional materials and strategies. Grade level PLC's are in place to collaborate, review, and evaluate student progress and data results. This directly drives our instruction in the classroom, during small group sessions and in tutorials. MTSS Meetings are attended by grade level and administration each nine weeks to discuss needed interventions for students. Tutors will be hired to assist with the small group instruction on a daily basis.

BHE has created an instructional schedule that allows for better utilization of personnel. It also has a built in Intervention time that is dedicated to grouping our students based on their current needs so the instruction can be intentional and specific. Before and after school tutorials are provided each week by grade level teacher, and students that need extra intervention are invited to stay for the added instructional time. Campus and Grade Level PLC meetings occur weekly to discuss student needs and progress. This information is the driving force behind our daily instructional practices.

Blue Haze Elementary has a strong parental support system. We have a strong volunteer program. The volunteers assist in the classroom, copy needed materials, and make instructional materials. Creating awareness about the variety of programs and opportunities available at BHE and at the district level allows parents and families to be involved in student learning and success. We host evening events throughout the school year including Family Reading Night and Open House. The PTA is an integral part of our school and provides services, activities and monetary funds for the campus.

School Processes & Programs Strengths

There are several initiatives that are strengths of Blue Haze processes and programs:

- Teacher/Employee of the Month Program to recognize Staff excellence
- Teachers communicate daily with parents via take-home folders/behavior calendars.
- Teachers meet once weekly during conference for grade level PLCs.
- Teachers meet at least once weekly during conference for Team Lesson Collaboration.
- Teachers recognize students who demonstrate GRIT or exceptional positive behavior by rewarding them with "points" through the PBIS Rewards App.
- Administration sends out weekly newsletter to staff each week
- House Parties, Bear Cave Time are awarded to individuals and groups of students
- District Instructional Walks are scheduled to monitor classroom instruction and provide feedback
- Grade levels send out electronic weekly newsletters to parents.
- A renewed emphasis on common behavior expectations allows for consistency. Student behaviors are documented through the PBIS Rewards App.

Blue Haze has a strong PTA that organizes volunteers that help make "magic" happen at BHE. PTA also sponsors several events that help Blue Haze staff promote family involvement in their child's learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students continue to under-achieve academically despite strong school processes and programs.

Root Cause: Teachers need to strengthen their skills in the areas of Planning and Effective Instruction.

Perceptions

Perceptions Summary

The Blue Haze staff is committed to loving kids, being passionate about learning, and to taking care of one another. We believe taking care of each other extends to our students, their families, and the community. Our administration is working to be more visible, efficient, and always communicate effectively with all stakeholders.

All Blue Haze Staff and Students have been sorted into GRIT Houses (or Teams) in order to build community and give everyone a place to belong. GRIT stands for Gumption, Resilience, Integrity, and Tenacity. Every week we hold a House Meeting where students have the opportunity to get to know other students and teachers in their house, celebrate their accomplishments, and focus for the week ahead.

Teachers work collaboratively in Professional Learning Communities to identify best practices, determine interventions to address the needs of all students, and to support one another.

We believe it takes teachers, students, staff, parents, and the community to help our students be successful now and in the future. We are committed to working together with each of those groups to meet the needs of all involved.

Perceptions Strengths

We are becoming more collaborative and feeling safe in regards to transparency in teaching, strategies, sharing data, inviting visitors into classrooms. We are focusing on being successful and productive teams and not just existing as groups.

We placed a new emphasis on Community Partnerships and have started a program called Blue Haze HEROs. This year 4 local businesses donated \$4,000 to our school which allowed us to purchase Dismissal Tags and House Shirts for all of our students.

We are sharing our successes with parents and community on social media, increasing our transparency.

Teachers send home weekly newsletters and strategies.

Administration emails home weekly to make families aware of upcoming events and address any issues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home.

Root Cause: Lack of communication and parent understanding of student learning.

Priority Problem Statements

Problem Statement 1: Students continue to under-achieve academically despite strong school processes and programs.

Root Cause 1: Teachers need to strengthen their skills in the areas of Planning and Effective Instruction.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Parent surveys show a lack of communication and parent understanding of student learning and how to address their needs at home.

Root Cause 2: Lack of communication and parent understanding of student learning.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: With the changes in our demographics and student population we have seen an increase in students with Social-Emotional, Academic, and Behavior Needs.

Root Cause 3:

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a significant gap in where "all" students are achieving and where each sub-population (White, Special Ed, African American, Two or More Races, Eco Disadvantaged) are achieving. We are in need of targeted additional support in the areas of Academic Achievement and Academic Growth for these sub-populations.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our kids are not reading on grade level and struggle with reading comprehension and even having an interest in reading for fun.

Root Cause 5: Students don't come to school with enough awareness about reading and lack opportunities to have good reading modeled for them.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The percentage of students who performed at the Meets and Masters level on the STAAR Assessments declined in all subject areas.

Root Cause 6: The design of the STAAR test changed and we are not differentiating enough to meet the needs of our higher-performing students.

Problem Statement 6 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices








Goals

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 1: Teachers will utilize strategies and techniques acquired through research based trainings during classroom instruction. The strategies will be documented in lesson plans and discussed during PLC Meetings weekly. Fidelity will be monitored through lesson plan review, school and district walk-throughs, assessment data, and leadership team members participation at PLC Meetings.

High Priority

Evaluation Data Sources: TTESS, walkthroughs, Assessment scores, student progress data

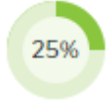


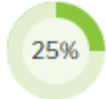


Strategy 1 Details	Reviews			
<p>Strategy 1: Review PLC Agendas and Lesson Plans weekly</p> <p>Strategy's Expected Result/Impact: PLC Agendas will reflect strategies and techniques learned through research-based trainings. Lesson plans will include strategies we've discussed during PLC Meetings</p> <p>Staff Responsible for Monitoring: Classroom teachers Campus administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: General fund - WSISD General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

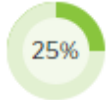






Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: Improve "Closing the Gaps" performance for all students, but especially in each sub-population (African American, Hispanic, Economically Disadvantaged Two or More Races and White students. We will improve our "Closing the Gaps" percentage for each sub-population by 2% in each applicable group.

High Priority

Evaluation Data Sources: Benchmarks, CBAs, STAAR Scores, DRA

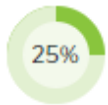
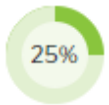





Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted instruction through Flex Grouping and specific progress measuring for sub populations.</p> <p>Strategy's Expected Result/Impact: Student's will perform better on STAAR and achieve growth measure.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize resources to help students catch up and fill in gaps. Students will use these resources throughout the year to improve their comprehension of skills and provide additional practice for certain skills.</p> <p>Strategy's Expected Result/Impact: Student's will perform better on STAAR and achieve growth measure.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- - Additional Targeted Support Strategy</p> <p>Funding Sources: - WSISD General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize guided reading groups daily during literacy block to target and monitor reading instruction in all ELA classrooms with a focus on moving kids from one level to another. This will be measured through Campus and District Instructional Walk-throughs.</p> <p>Strategy's Expected Result/Impact: DRA Scores will reflect one year's growth for every student.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 3: 100% of Tier 1, 2, and 3 instructional strategies will directly align to identified district best practices and board outcome goals of increasing the percentage of students scoring meets or above on STAAR Reading & Math by 2%.

Evaluation Data Sources: Benchmarks, CBAs, STAAR Scores, DRA

Strategy 1 Details	Reviews			
<p>Strategy 1: Student goal-setting and performance tracking. Students will be invested in their own growth by tracking their performance and setting goals before assessments.</p> <p>Strategy's Expected Result/Impact: We will see at least a 4 point increase across all student groups in Reading and Math</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

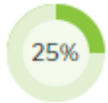
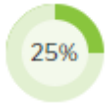

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.


Performance Objective 1: Implement campus activities that encourage parent involvement and improve Literacy skills amongst our students. We will see a 15% increase of parents who attend our literacy event in the Spring.


High Priority


Evaluation Data Sources: Attendance sign in sheets


Parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Host campus events to inform and involve parents</p> <ul style="list-style-type: none"> *Meet the Teacher Night *Late Night at the Book Fair & Title 1 Meeting *Math Night *Family Reading Night *PTA meetings *Parent Conferences *Grade Level Performances * Lunch Visitors <p>Strategy's Expected Result/Impact: Authentic family engagement will increase.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture <p>Funding Sources: Book - Have you filled a bucket today? - Title I Funds - \$1,750</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished








 Continue/Modify

 Discontinue

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.

Performance Objective 2: Build and sustain a safe and healthy learning environment for students and staff. We will maintain a 95% agree/strongly agree Spring Survey result for questions related to a safe and healthy learning environment.

Evaluation Data Sources: Record of students who receive Kid with Grit awards and decrease in discipline referrals, Staff Survey








Strategy 1 Details	Reviews			
<p>Strategy 1: Daily Announcements, House Meetings, Student GRIT Awards, Believe Awards for Teachers, Campus Walks, Character Cave Lessons, Improve PBIS across the campus - utilize the PBIS Rewards App.</p> <p>Strategy's Expected Result/Impact: Increase number of students who are recognized for Positive Behavior, Improved Discipline Data, Positive Staff and Parent Surveys</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 25%	 50%	 60%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1: Continue and enhance campus processes and procedures to increase and sustain student attendance. Our campus goal will be to maintain an ADA of 96%.

High Priority

Evaluation Data Sources: Record of students with perfect attendance and decrease in student tardies








Strategy 1 Details	Reviews			
<p>Strategy 1: Display signs, posts on social media, send parent letters and send Skylert messages that communicate the importance of being at school on time every day</p> <p>Strategy's Expected Result/Impact: *PEIMS data regarding number of absences and tardies *Number of students with perfect attendance</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - WSISD General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1: Teachers will participate in research-based training both within and outside district and apply learning to classroom instruction. Teachers will document at least 2 trainings they have attended during the school year into their T-TESS goal-setting self-reflection.

High Priority

Evaluation Data Sources: TTESS, Walk-throughs observations, Instructional Rounds, Student data/progress, Alignment Walks








Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in Grade Level PLC meetings every week to review student data, alignment and best practices and participate in other research-based trainings.</p> <p>Strategy's Expected Result/Impact: *Assessment results that show mastery of concepts *Proficient or exemplary walk through documentation</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: PLC at Work Conference - Title I Funds - \$8,019</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: 100% of BHE teachers are highly qualified and ESL certified.

High Priority








Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Hiring system to identify qualified applicants. Strategy's Expected Result/Impact: 100% of BHE teachers are highly qualified and ESL certified. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - WSISD General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Maintain a positive working climate and recognize staff members for achievement. Two staff members will be recognized every Month by Administration and three staff members will be recognized every month by their peers.

Evaluation Data Sources: Staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide incentives, encouraging notes and public recognition for achievements to maintain a positive working environment.</p> <p>Strategy's Expected Result/Impact: Positive notes Staff survey</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - WSISD General Fund</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Blue Haze Elementary

Total SCE Funds: \$350,550.00

Total FTEs Funded by SCE: 6.5

Brief Description of SCE Services and/or Programs

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Personnel for Blue Haze Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Bryan	Teaching Assistant	0.5
Ashlee Hamilton	Teacher	1
Lorena Rosales	Teaching Assistant	1
Nicole Pelton	Teaching Assistant	1
Rosio Ramirez	Teaching Assistant	1
Susan Mayer	Teacher	1
Yessenia Sanchez	Teaching Assistant	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rebecca Buchanan	Instructional Coach	Title I	.85

Campus Leadership Team

Committee Role	Name	Position
Administrator	Drew Farr	Principal
Assistant Principal	Rachel Seidler	Assistant Principal
Assistant Principal	Lauren Ball	Assistant Principal
Teacher	Caitlin Goodin	Teacher
Teacher	Marisela Perez	Teacher
Paraprofessional	Amanda Bryan	Librarian
Paraprofessional	Marissa Perez	Art
Instructional Support	Rebecca Buchanan	Instructional Coach
Instructional Support	Heather Szymanski	Counselor
Parent	Regina Munk	Parent
Parent	Shannon Oglesby	Parent
Community Member	Cayla Halliday	Community Member
Community Member	Jacob Halliday	Community Member
Business Member	John Seidler	Business Member
Business Member	Chrissy Bornman	Business Member

Campus Funding Summary

WSISD General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General fund		\$0.00
1	2	2			\$0.00
3	1	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Book - Have you filled a bucket today?		\$1,750.00
4	1	1	PLC at Work Conference		\$8,019.00
Sub-Total					\$9,769.00