

Spring Branch Independent School District
The Bear Blvd. School
2015-2016 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

During the first two weeks of the 2014-2015 school year, we did not meet our Mainstream/ESL projected enrollment and did not achieve our Bilingual projected enrollment. As a result, we lost one Mainstream/ESL Teacher and two Bilingual Spanish Teachers. Students in these classes were distributed among remaining classes. By November 2014, our Mainstream/ESL classes had grown beyond 24 students each. We added full time Teacher Assistants to these classes and they continued to grow. By January 2015 we added back one Mainstream/ESL class and split existing classes to decrease class size. We maintained our student enrollment across Mainstream/ESL classes and Bilingual Spanish classes throughout the remainder of the school year. We will continue combined PK and K Bilingual Vietnamese class for 2015-2016.

Demographics Strengths

Enrollment grew during the Fall Semester and held steady throughout the Spring Semester; 2015-2016 enrollment projections total 283 (this is the enrollment we grew to in the Fall and maintained through the end of the school year; this is a decrease of 69 students when comparing with 2014-2015 projections):

- 107 ESL/Mainstream students
- 162 Bilingual Spanish students
- 14 Bilingual Vietnamese students

Demographics Needs

The 2015-2016 classes will be:

- i. 5 ESL/Mainstream PK classes

- ii. 8 Bilingual Spanish PK classes
- iii. 1 Bilingual Vietnamese PK/K cl

Student Achievement

Student Achievement Summary

Campus Literacy Range & Average at End of Year 2014 & 2015:

- DRA2/ESL2 (level A or higher) - Range: 35%-100% - Average: 89%
- DRA2/EDL2 (level 2 or higher) - Range: 29%-100% - Average: 58%
- Letter ID (20 or more letters) - Range: 81%- 100% - Average: 96%
- CAP (14 or higher) - Range:20%-100% - Average: 71%
- Writing Vocabulary (6 or more words) - Range: 30%-100% - Average: 76%
- Dictation (10 or more sounds) - Range:35%-100% - Average: 78%
- _____

Bilingual & Mainstream Literacy Range & Average at End of School Year 2013-2014 and School Year 2014-2015:

- DRA2/EDL2 (Level A or higher) - Bilingual Range/Average: 80%-100%/93% & ESL/Mainstream Range/Average: 67%-100%/80%
 - DRA2/EDL2 (level 2 or higher) - Bilingual Range/Average: 31%-100%/64% & ESL/Mainstream Range/Average: 29%-100%/53%
 - Letter ID (20 or more letters) - Bilingual Range/Average: 95%-100%/98% & ESL/Mainstream Range/Average: 81%-100%/91%
 - CAP (14 or higher) - Bilingual Range/Average: 60%-100%/83% & ESL/Mainstream Range/Average:20%-95%/50%
 - Writing Vocabulary (6 or more words) - Bilingual Range/Average: 70%-100%/92% & ESL/Mainstream Average: 35%-90%/52%
 - Dictation (10 or more sounds) - Bilingual Range/Average: 71%-100%/90% & ESL/Mainstream Average: 35%-90%/61%
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Student Achievement Strengths

1. Literacy areas showing improvement comparing end of year averages from 2014 to 2015 in:
 1. DRA/EDL level A or higher stayed the same as last year at 89%
 2. Letter ID increased by 3 percentage points to 96%

3. Dictation increased by 3 percentage points to 78%
2. 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 an SSC meeting to review Tier I documentation of interventions (orange folder) and plan forward for support. 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.
3. We narrowed the discrepancy between bilingual and mainstream/ESL class literacy averages in the following areas when comparing 2013-2014 with 2014-2015:
 1. DRA/EDL level A and higher – from 8 percentage points to 7 percentage points
 2. Note: the area of DRA/EDL level 2 and higher stayed the same with an 11 percentage point discrepancy between bilingual and ESL/Mainstream classes.
4. Bilingual classes increased the percentage of students developing as expected/advanced development in areas of EDL2 and EDL2 level 2+. Bilingual classes increased in areas of Letter ID, CAP, Writing Vocabulary, and Dictation. Mainstream/ESL classes increased the percentage of students developing as expected/advanced development in areas of DRA2 (level 2+) and Dictation. Mainstream/ESL classes stayed the same in the area of Letter ID.

Student Achievement Needs

1. Mainstream/ESL classes decreased the percentage of students developing as expected/advanced development in the areas of DRA2, CAP, and Writing Vocabulary.

School Culture and Climate

School Culture and Climate Summary

The campus survey regarding the Organizational Health Index and T-2-4 showed the following (20 staff respondents):

The overall OHI index was in the Very High range and significantly above the district Elementary average index.

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 also resulted in more professional and open communication between teachers and teacher assistants.
3. All professional staff completed the 21st Century Learning Initiative training and continue implementing the use of instructional technology throughout the daily routine using netbook software and 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 shares 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.

School Culture and Climate Needs

1. Continue to expand our collaborative learning culture to our early childhood colleagues at our Elementary feeder campuses to maximize student long term achievement (noted a decrease in student advanced literacy achievement as they progress through primary grades at Elementary campuses).
2. Although we maintained a high organizational health index survey score, we experienced enrollment and personnel issues that impacted the entire campus and more significantly the ESL/Mainstream classes. As a result, Teacher and Teacher Assistant/Triad partnerships were changed throughout the school year. There are new partnerships planned for 2015-2016 and a need to engage in team building activities in August.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have retained 100% of teachers and 78% of teacher assistants this year. Two of our Nine Teacher Assistants will be leaving at the end of the 2014-2015 school year. One Teacher Assistant is retiring. One Teacher Assistant was serving in an excess position added this Fall when enrollment began to increase across Mainstream/ESL classes (this position will not be available for the 2015-2016 school year).

Staff Quality, Recruitment, and Retention Strengths

Results from survey regarding the Organizational Health Index survey showed all indicators in the areas of Teacher Affiliation and Collegial Leadership to be above the district Elementary average.

Staff Quality, Recruitment, and Retention Needs

A couple of our Teacher Assistants have mentioned they may retire in the next couple of years.

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

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 Kathy Richardson 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 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 2014-2015 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.

Curriculum, Instruction, and Assessment Needs

1. Continue to increase the use of student initiated projects throughout the school year.
2. Continue to implement strategies to promote positive student self-esteem and positive behavioral supports.
3. Continue to share literacy work stations/activities with all BBS staff. Add make and take staff sessions.
4. Continue Math Exemplars. Count to 50+. Add make and take staff sessions.
5. Continue Book Buddies with Middle School Readers from Cornerstone.
6. Continue Learning Walks within the campus and then to other feeder schools.
7. Increase the use of campus made videos to teach beginning of the year procedures to students such as: arrival, dismissal, playground safety, safety drills, etc. Provide access to students on iPod/iPad for independent review as needed.
8. Continue to provide universal access to instruction and maximize all student learning by facilitation student use of instructional technology.
9. Continue sharing technology ideas during staff professional development.

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 2014-2015 school year (parent attendance at CIT meetings was not good throughout the school year; parents did not participate electronically either).
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. Two Love and Logic Parent classes were held – proportionately more parents from bilingual classes attended than from mainstream/ESL classes.
5. Parents responded to attendance courtesy calls and absence note reminders to reduce tardiness and increase student attendance.
6. Parent Learning Days were conducted both in the fall semester by all teachers/classes across the campus. Parents responded well, provided input, and carried over strategies at home.
7. A Spring Family Picnic was held by the Bilingual Vietnamese Community.
8. Continue Parent Newsletter/Calendar and student Perfect Attendance Certificates each nine weeks.

Family and Community Involvement Needs

1. Increase parent participation in Love and Logic classes held on campus; especially from ESL/Mainstream classes. Continue recruiting for these classes beginning during Orientation. Consider recording/videoing Love and Logic sessions and uploading them to our campus web page for 24/7 parent access.
2. Maintain CIT Parent Representative involvement throughout the school year.
3. Enlist community volunteers to make a vegetable/flower garden on campus.
4. Increase communication between office and teachers so that they know if absent excuse is sent.

Technology

Technology Summary

At Bear Boulevard, technology is used by student 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, etc.) to share information across teachers.
3. Students use the apps on iPod and iPad and netbook software 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 Apple TV to connect with flat screen TVs and iPad/iPod, laptop, etc. to provide additional access to information within the classroom.
5. Students, with teacher assistance, create books using software and digital photos. Students are using iPads to Skype/Lync with other classes across the campus.

Technology Needs

1. Need to increase class use of ActivBoard during their scheduled library time.
2. Need to continue to build collaborative networks (i.e. wikis, blogs, google docs, campus web page, Lync, etc.) to share information across teachers.
3. Campus will need to fund iTune cards via AppE Process to keep iPod/iPad apps updated on campus purchased devices.
4. Campus needs to complete the process of purchasing flat screen TVs to connect with Apple TV and iPad/iPod, laptop, etc. to provide additional access to information across the remaining classrooms.

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

- 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
- Teacher STaR Chart Technology Data
- 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









Goals

Goal 1:

Spring Branch ISD believes that a great school system builds 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.












Summative Evaluation: Students demonstrate real world and relevant learning connections during Phase 3 of at least two projects per school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will participate in interdisciplinary project-based learning and field investigation experiences 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.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Spring Branch ISD believes that a great school system provides students from poverty the same opportunities for success after high school as students from non-poverty homes.

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.












Summative Evaluation: Student progress noted on report card in the area of social/emotional development.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 reported during At Promise Student Meetings and Students Support Committee Meetings.			
				Funding Sources: 211 - Title I, Part A - \$53668.00, 211 - Title I, Part A - \$778.00, 211 - Title I, Part A - \$4704.00, 211 - Title I, Part A - \$343.00, 211 - Title I, Part A - \$5286.00		
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	Progress noted on report card in the area of social/emotional development			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Spring Branch ISD believes that a great school system instills in every student the belief that they can achieve more than they think possible.

Performance Objective 1: Staff and parent(s) will collaboratively develop a personal relationship with each student under their direction focused on respecting and valuing the student as a learner.

Summative Evaluation: Logs, sign-in sheets, and attendance data show parent and staff collaboration events and report cards show student development resulting as expected or advanced.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 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, Parent Trainings			
2) 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 trainings and school events			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Spring Branch ISD believes that a great school system assures that every adult in the system is committed to 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.

Summative Evaluation: Student report cards will show development as expected or advanced development across content areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 student literacy data will show 95% of students meeting expectations in the area of Letter Identification (28 or more letter names/sounds).			
			End of Year student literacy data will show 83% of students meeting expectations in the area of Concepts About Print (score of 12 or higher).			
Funding Sources: 211 - Title I, Part A - \$1000.00						
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 student math data will show 50% of students meeting expectations in math counting skills at the Ready to Apply level (add/subtract groups of one more/one less without counting up to 5 objects).			
Funding Sources: 211 - Title I, Part A - \$561.00						
3) Provide universal access to instruction and maximize learning for all students by facilitating student use of instructional technology (i.e. Netbooks, iPod, iPad, ActivBoard). Continue to use cameras and book making software for instructional purposes.	1, 2, 3, 4, 7, 8, 10	Director Leadership Literacy Math Team Staff	One class project; SBISD Survey; Summative Appraisals Digital Technology Domain			
4) Invite Kindergarten teachers from feeder schools to participate in campus professional development sessions. Student visit feeder school in spring to prepare for transition to Kindergarten.	1, 4, 7	Director Elementary Principals of feeder schools Leadership Literacy Math Team Early Childhood Learning Community	Feedback from campus and feeder school staff; professional development staff sign-in sheets; digital books depicting student visit to feeder school			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: To remain in compliance with Federal and State law.



















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












Summative Evaluation: All strategies will be implemented.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 DRA/EDL 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.						
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.)						
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, 9, 10	LSSP Diagnostician SLP Counselor Director	Meeting agendas and sign-in sheets; analysis of annual appraisal report for 2014-2015 and 2015-2016 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 2014-2015 and 2015-2016 comparison of referral status (qualify vs DNQ).			
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 in 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 2013-2014 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			
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 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.	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			
Funding Sources: 211 - Title I, Part A - \$1000.00						
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			

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 2015 identify Kindergarten students by feeder campus for the 2016-2017 school year; Invite parents to Kinder Roundup; Conduct student visits to Kindergarten feeder campus (spring 2015); 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.						
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 2015); Classroom/Campus Safety Walk Thrus (Fall & Mid Year); Safety Drill After Action Monthly Reports; Classroom guidance lessons delivered 2 times each month in each class; lesson plans; BBS Organizational Health Index (Spring 2016)			

<p>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.</p>	<p>1, 6, 10</p>	<p>Director Counselor CIT CIS Staff</p>	<p>Fliers, Agendas, Sign-In Sheets, final version of the Home/School Compact and Parental Involvement Policy</p>			
<p>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.</p>	<p>1, 2, 3, 6, 9, 10</p>	<p>Director Counselor CIS Staff</p>	<p>Fliers, Agendas, Sign-In Sheets; Parent Survey</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Villalobos	Counselor		1.0

2015-2016 Campus Improvement Team

Committee Role	Name	Position
Administrator	Kim Hammer	Director
Classroom Teacher	Lindsay Duke	ESL/Mainstream Teacher
Classroom Teacher	Nikki Phu	Bilingual Teacher
Non-classroom Professional	Andrea Villalobos	Counselor

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		211.31.6119.000.131.34.0.000.FBG15	\$53,668.00
2	1	1		211.31.6141.000.131.34.0.000.FBG15	\$778.00
2	1	1		211.31.6142.000.131.34.0.000.FBG15	\$4,704.00
2	1	1		211.31.6143.000.131.34.0.000.FBG15	\$343.00
2	1	1		211.31.6146.000.131.34.0.000.FBG15	\$5,286.00
4	1	1	campus professional development	211.11.6399.000.131.34.0.000.FBG15	\$1,000.00
4	1	2	campus professional development	211.11.6399.000.131.34.0.000.FBG15	\$561.00
5	1	13	Professional Development	211.13.6239; 211.13.6411	\$1,000.00
Sub-Total					\$67,340.00
Grand Total					\$67,340.00