

**Spring Branch Independent School District**  
**The Bear Blvd. School**  
**2014-2015 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

During the 2012-2013 school year, we exceeded our Mainstream/ESL projected enrollment and did not achieve our Bilingual projected enrollment. As a result, in October 2012 one Bilingual Spanish class was collapsed and one Mainstream/ESL class was added. In addition, one Bilingual Spanish class was added to the campus (coming from SBE) for the 2013-2014 school year. We will continue combined PK and K Bilingual Vietnamese class for 2014-2015.

### Demographics Strengths

Enrollment continues to grow; 2014-2015 enrollment projections total 352 (this is an increase of 15 students when compared with 2013-2014):

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

For 2014-2015, 296 students are projected to be LSES (this is a decrease of 1 student when compared with 2013-2014); and 255 are projected to be LEP (this is an increase of 8 students when compared with 2013-2014).

### Demographics Needs

The 2014-2015 classes will be:

1. 5 ESL/Mainstream PK classes
2. 10 Bilingual Spanish PK classes
3. 1 Bilingual Vietnamese PK/K class

## Student Achievement

### Student Achievement Summary

*Campus Literacy Range & Average at End of Year 2013-2014:*

Assessment Area	Campus Range	Campus Average
	2013 in blue on 1st row	2013 in blue on 1st row
	2014 in red on 2nd row	2014 in red on 2nd row
<b>DRA2/EDL2</b> (level A or higher)	52% - 100% 52% - 100%	89% 89%
<b>DRA2/EDL2</b> (level 2 or higher)	19% - 91% 27% - 100%	59% 59%
<b>Letter ID</b> (20 or more letters)	76% - 100% 76% - 100%	95% 93%
<b>CAP</b> (14 or higher)	35% - 100% 33% - 100%	78% 74%
<b>Writing Vocabulary</b> (6 or more words)	33% - 100% 14% - 100%	82% 84%

<b>Dictation</b>	<b>19% - 100%</b>	<b>81%</b>
<b>(10 or more sounds)</b>	<b>29% - 100%</b>	<b>75%</b>

***Bilingual & Mainstream Literacy Range & Average at***

***End of School Year 2012-2013 and School Year 2013-2014:***

<b>Assessment Area</b>	<b>Range</b>		<b>Average</b>	
	<b>Bilingual on 1st row</b>		<b>Bilingual on 1st row</b>	
	<b>Mainstream on 2nd row</b>		<b>Mainstream on 2nd row</b>	
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>DRA2/EDL2</b>	<b>78% - 100%</b>	<b>77% - 100%</b>	<b>94%</b>	<b>92%</b>
<b>(level A or higher)</b>	<b>52% - 100%</b>	<b>52% - 100%</b>	<b>80%</b>	<b>84%</b>
<b>DRA2/EDL2</b>	<b>22% - 91%</b>	<b>40% - 90%</b>	<b>56%</b>	<b>62%</b>
<b>(level 2 or higher)</b>	<b>19% - 87%</b>	<b>26% - 100%</b>	<b>64%</b>	<b>51%</b>
<b>Letter ID</b>	<b>83% - 100%</b>	<b>86% - 100%</b>	<b>95%</b>	<b>93%</b>
<b>(20 or more letters)</b>	<b>76% - 100%</b>	<b>76% - 100%</b>	<b>94%</b>	<b>91%</b>

<b>CAP</b>	<b>57% - 100%</b>	<b>55% - 100%</b>	<b>85%</b>	<b>79%</b>
<b>(14 or higher)</b>	<b>35% - 91%</b>	<b>33% - 95%</b>	<b>64%</b>	<b>63%</b>
<b>Writing Vocabulary</b>	<b>74% - 100%</b>	<b>75% - 100%</b>	<b>89%</b>	<b>89%</b>
<b>(6 or more words)</b>	<b>38% - 95%</b>	<b>14% - 96%</b>	<b>68%</b>	<b>75%</b>
<b>Dictation</b>	<b>78% - 100%</b>	<b>58% - 100%</b>	<b>88%</b>	<b>84%</b>
<b>(10 or more sounds)</b>	<b>48% - 96%</b>	<b>29% - 100%</b>	<b>65%</b>	<b>57%</b>

### Student Achievement Strengths

1. Literacy areas showing improvement comparing end of year averages from 2013 to 2014 in:

1. DRA/EDL level A or higher stayed the same as last year at 89%
2. DRA/EDL level 2 or higher stayed the same as last year at 59%
3. Writing Vocabulary increased by 2 percentage points to 84%

2. Note: 2013-2014 school year was the first year we implemented Kathy Richardson Math assessments. Since this is the pilot year, we don't have a standard to show progress.

3. 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 Rtl) 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.

4. We narrowed the discrepancy between bilingual and mainstream/ESL class literacy averages in the following areas when comparing 2012-2013 with 2013-2014:

- a. DRA/EDL level A and higher – from 14 percentage points to 8 percentage points
- b. CAP – from 21 percentage points to 16 percentage points
- c. Writing Vocabulary – from 21 percentage points to 14 percentage points
- d. Bilingual classes increased the percentage of students developing as expected/advanced development in areas of EDL2 (level 2+).
- e. Mainstream/ESL classes increased the percentage of students developing as expected/advanced development in areas of DRA and Writing Vocabulary.

### **Student Achievement Needs**

- 1. The area of Writing Vocabulary was the only area of the above strengths mentioned where the gap was narrowed up. In the area of DRA/EDL level A and higher the ceiling dropped from 94% to 92%. In the area of CAP the ceiling dropped from 85% to 79%
- 2. Bilingual classes decreased in areas of EDL, Letter ID, CAP and Dictation. Bilingual classes maintained in area of Writing Vocabulary at 89%.
- 3. Mainstream/ESL classes decreased in areas of DRA (level 2+), Letter ID, CAP, and Dictation.
- 4. The campus Speech Therapist was out on leave during the Fall of this school year and was not able to provide oral language support this year as in the past.
  - Plan to bring back the consistency of oral language support for next school year: 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.



## **School Culture and Climate**

### **School Culture and Climate Summary**

The campus survey regarding the Organizational Health Index and T-2-4 showed the following (27 staff respondents):

1. 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 21<sup>st</sup> 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. 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).

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We have retained 94% of teachers and 100% of teacher assistants this year.

### **Staff Quality, Recruitment, and Retention Strengths**

1. 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.
2. Implemented a more rigorous multi-step screening and interviewing process during spring 2014. Received positive feedback from both current staff and prospective hires.

### **Staff Quality, Recruitment, and Retention Needs**

1. One teacher is completing her Bilingual Educational Diagnostician Certification and is going to another district that will support the completion of her internship (SBISD no longer supports these internships). In spring 2014, hired an experienced teacher to replace the one leaving.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

We sum up our vision at Ber Boulevard 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. 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. We take an interdisciplinary approach to our instruction and integrate science and social studies into the curriculum.

### **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 2013-2014 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 area of need and their expertise when formal SSC meetings were held.

### **Curriculum, Instruction, and Assessment Needs**

1. Increase 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. Increase 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 iTouch/iPads for independent review as needed.
4. Continue to provide universal access to instruction and maximize all student learning by facilitating student use of instructional technology.

## **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 2013-2014 school year (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. 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. Bilingual Vietnamese Parent meeting – held a support/informational meeting for those transitioning to first grade at Housman Elementary for 2014-2015.
7. Parent Learning Days were conducted both in the fall and in the spring semesters by all teachers/classes across the campus. Parents responded well, provided input, and carried over strategies at home.
8. A spring family picnic was held by the Bilingual Vietnamese Community.

### **Family and Community Involvement Needs**

1. Increase parent participation in Love and Logic classes held on campus; especially from Mainstream/ESL classes. Plan to begin recruiting during Orientation.
2. Maintain CIT Parent Representative involvement throughout the school year.

# 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

- Campus used funds to purchase one ActivBoard for all classes to use in the library area of room 18 and provided multiple training sessions relevant to use with Pre-K Curriculum
- Teachers use the internet to find research and resources to support their instructional content, planning and implementation.
- Students use the apps on iTouch 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.
- Campus began the process of purchasing Apple TV to connect with flat screen TVs and iPad/Touch, laptop, etc to provide additional access to information within the classroom.
- Students, with teacher assistance, create books using RealeBook software and digital photos. Students are using netbooks to Skype and Lync with other classes across campus.

## Technology Needs

- Need to increase class use of ActivBoard during their scheduled library time.
- Need to continue to build collaborative networks (i.e. wikis, blogs, goggle docs, campus web page, Lync, etc.) to share information across teachers.
- Campus will need to fund iTune cards via AppE Process to keep iTouch/iPad apps updated.
- Campus needs to complete process of purchasing of flat screen TVs to connect with Apple TV and iPad/Touch, 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 data

#### **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) 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 reflect Phase 3 of each project requiring students to share artifacts and learning with others.			
Funding Sources: 211 - Title I, Part A - \$6400.00						
 = 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) 1. Campus Counselor will conduct classroom guidance lessons with students in each classroom every 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 at At Promise Student Meetings and Student Support Committee Meetings.			
				Funding Sources: 211 - Title I, Part A - \$55136.00, 211 - Title I, Part A - \$799.00, 211 - Title I, Part A - \$5600.00, 211 - Title I, Part A - \$352.00, 211 - Title I, Part A - \$4604.00		
2) 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) 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: Orientation, Title I Meetings, Open House, Parent/Teacher Conferences, Parent Trainings			
2) 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			
Funding Sources: 211 - Title I, Part A - \$1000.00						
= 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.




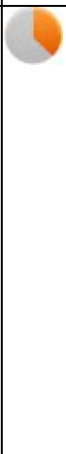


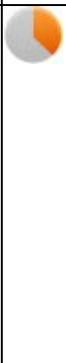


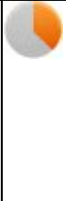


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 1. Implement research-based comprehensive literacy strategies during direct and differentiated small group instruction focused on: interdisciplinary workstations & projects; 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 assessments in literacy reflect 100% of students with a measurable DRA/EDL level.			
				Funding Sources: 211 - Title I, Part A - \$9309.00		
2) 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 assessments in math reflect 100% of students meeting expectations			
				Funding Sources: 211 - Title I, Part A - \$5000.00		
3) 3. Provide universal access to instruction and maximize learning for all students by facilitating student use of instructional technology (i.e. Netbooks, iTouch, 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) 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, 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			
				Funding Sources: 211 - Title I, Part A - \$500.00		
= 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
<p>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.</p> <p>One Way Dual Language</p>	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)			
<p>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.</p>	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			
<p>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.</p> <p>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p>						
<p>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.</p>	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			















<p>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.</p>	<p>1, 2, 3, 4, 6</p>	<p>Counselor, CIS, Director</p>	<p>Program Calendar, Agendas, Participant Rosters, Parent Evaluations/Surveys</p>			
<p>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</p> <p>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.</p>	<p>1, 2, 3, 4, 6, 10</p>	<p>Director, Counselor, CIS, Staff</p>	<p>Professional Development Calendar; Agendas; Staff Sign-In Sheets</p>			
<p>7) SPECIAL EDUCATION - Monitor LRE ratio.  Develop campus capacity to support inclusive programming for students with disabilities.  Evaluate campus LRE ratio.</p> <p>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.</p>	<p>1, 2, 3, 4, 6, 8, 9, 10</p>	<p>SLP, LSSP, Diagnostician, Counselor, Director</p>	<p>Professional Development Schedule, Agendas, and Participant Sign-In Sheets</p>			
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.)</p>						
<p>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.</p>	<p>2, 3, 4, 8, 9, 10</p>	<p>LSSP, Diagnostician, SLP, Counselor, Director</p>	<p>Meeting agendas and sign-in sheets; analysis of annual appraisal report for 2013-2014 and 2014-2015 comparison of referral status (time line compliance, qualify vs DNQ, etc.).</p>			

<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:  * Language Arts  * Math  * Science  * Social Studies  * LEP Intervention Specialist</p> <p>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.</p>	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 2013-2014 and 2014-2015 comparison of referral status (qualify vs DNQ).			
<p>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.</p>	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			
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:  * recruitment  * training/support  * recognition of volunteers/partnerships</p> <p>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.</p>	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			

<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> <li>* vertical alignment</li> <li>* instructional strategies to meet the needs of diverse student populations</li> <li>* integration of technology into curricula and instruction for improving teaching, learning, and technology literacy</li> <li>* State Prekindergarten Guidelines in the content areas of English/Language Arts, social studies, and/or science, and/or math.</li> <li>* DDI</li> <li>* One Way Dual Language Program</li> <li>* Project Approach</li> <li>* Small Group Instruction</li> <li>* This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up.</li> </ul> <p>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.</p>	<p>1, 2, 3, 4, 8, 10</p>	<p>Director, Leadership Literacy Math Team, Counselor, SLP, LSSP, Diagnostician, Staff</p>	<p>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</p>			
<p>Funding Sources: 211 - Title I, Part A - \$1000.00</p>						
<p>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.</p>	<p>3, 4, 9, 10</p>	<p>Director, Counselor, Leadership Literacy Math Team, Technology Committee</p>	<p>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</p>			
<p>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.</p>	<p>1, 3, 4, 8, 9, 10</p>	<p>Director, Counselor, Team Leaders</p>	<p>New Teacher Campus Orientation Agenda, Sign-In Sheets; Team Planning Meeting Sign-In Sheets</p>			
<p>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.</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p>	<p>Director, Counselor, Team Leaders, Staff</p>	<p>Website Update Fall &amp; Spring; Job Fairs; Staff Retention Rate; Staff Transfer Requests</p>			



<p>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.</p>	<p>1, 3, 4, 6, 8, 9, 10</p>	<p>Director, Counselor, CIT, Parent Partner &amp; Newsletter Committee, Leadership Literacy Math Team, Technology Committee</p>	<p>Agendas, sign-In Sheets, Minutes per planning meeting/conference/event/training session; parent survey</p>			
<p>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.</p>	<p>2, 6, 7, 10</p>	<p>Director, Counselor, PK and K Teachers, Parent Partner &amp; Newsletter Committee</p>	<p>In Spring 2014 identify Kindergarten students by feeder campus for the 2015-2016 school year; Invite parents to Kinder Roundup; Conduct student visits to Kindergarten feeder campus (spring 2014); Each Student takes home book of Kinder feeder school visit; sign-in sheets per campus visit and parent access to Parent Center</p>			
<p>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.</p> <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</p>						
<p>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.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p>						
<p>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.</p> <p>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)</p> <p>Complete this activity by describing how you will meet these expectations on your campus.</p>						

<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <ol style="list-style-type: none"> <li>1. appropriate labeling, stowing, and usage of cleaning solution;</li> <li>2. appropriate labeling, stowing, and distribution of hand sanitizer;</li> <li>3. implementation of required monthly safety drills;</li> <li>4. Classroom guidance lessons focused on topics from the Texas PK Developmental Guidance Plan;</li> <li>5. Staff implementation of Love and Logic strategies, Social Emotional strategies, and Positive Behavioral Supports</li> </ol>	1, 4, 8, 10	Director, Nurse, Counselor, Crisis Response Safety Team, Staff, Parents	Hazardous Material Inventory completed by staff (Fall 2014); 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; BBS Organizational Health Index (Spring 2015)			
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> <li>*offer several opportunities for parent input.</li> <li>*develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish/Vietnamese.</li> <li>*share compact with parents and document.</li> </ul> <p>The Home/School Compact and the Parental Involvement Policy is collaboratively developed by staff and parents at the 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>	1, 6, 10	Director, Counselor, CIT, CIS, Staff	Fliers, Agendas, Sign-In Sheets, final version of the Home/School Compact and Parental Involvement Policy			
<p>24) Increase parent attendance at Title I Annual Meeting to share:</p> <ul style="list-style-type: none"> <li>*standards and goals</li> <li>*parents' rights'</li> <li>*curriculum</li> <li>*School Report Card</li> <li>*Title I participation</li> <li>*Offer a flexible number of meetings.</li> </ul> <p>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>	1, 2, 3, 6, 9, 10	Director, Counselor, CIS, Staff	Fliers, Agendas, Sign-In Sheets; Parent Survey			
<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		

## Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Project Materials - \$400/class	211.11.6399.000.131.34.0.000.FBG14	\$6,400.00
2	1	1	staff to provide counseling support and services	211.31.6119.000.131.34.0.000.FBG14	\$55,136.00
2	1	1	staff to provide counseling support and services	211.31.6141.000.131.34.0.000.FBG14	\$799.00
2	1	1	staff to provide counseling support and services	211.31.6142.000.131.34.0.000.FBG14	\$5,600.00
2	1	1	staff to provide counseling support and services	211.31.6143.000.131.34.0.000.FBG14	\$352.00
2	1	1	staff to provide counseling support and services	211.31.6146.000.131.34.0.000.FBG13	\$4,604.00
3	1	2	Love and Logic Training for Parents	211.61.6299.000.131.34.0.000.FBG14	\$1,000.00
4	1	1	supplies and materials to support literacy instruction	211.11.6399.000.131.34.0.000.FBG14	\$9,309.00
4	1	2	supplies and materials to support math instruction	211.11.6399.000.131.34.0.000.FBG13	\$5,000.00
4	1	4	Substitutes during Professional Development	211.11.6112.000.131.34.0.000.FBG14	\$500.00
5	1	13	Professional Development and Conferences for staff	211.13.6411.000.131.34.0.000.FBG14	\$1,000.00
<b>Sub-Total</b>					\$89,700.00
<b>Grand Total</b>					\$89,700.00