

Spring Branch Independent School District
The Bear Blvd. School
2018-2019 Campus Improvement Plan



Mission Statement

Our reach for our students should exceed our grasp to set the foundation for T24 by:

commitment to evidence-informed instruction,

commitment to the achievement of high standards by all students,

commitment to collaboration and interdependence, and

commitment to the success of all adults.

Vision

Bear Boulevard School for Early Learning values a successful community, by engaging in positive, age appropriate educational practices for all. At Bear Boulevard, we love to learn!

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. Adopted 2017-2018 Enrollment Projections: 220 Total Students; 158 Low SES Students; 159 ELL Students
2. Projected 2018-2019 Enrollment: 301 Total Students; 271 Low SES Students; 177 ELL Students
3. We continue to be in a high poverty community with most of our students qualifying for free/reduced lunch. The majority of our students speak Spanish as their first language, however we are seeing a slight decrease in that percentage as the communities around our school are changing (many multi-family homes are being replaced by high end single family homes). Most of our students qualify as "at risk" of not graduating from high school.
4. Due to low enrollment in August of the 2015-2016 school year, one ESL/Mainstream teacher and teacher assistant was moved to FWE. Due to low bilingual enrollment in August 2016, one bilingual Spanish teacher and teacher assistant were moved to other campuses. Our combined PK and K Bilingual Vietnamese class for 2017-2018 was moved to TCE as part of a district Vietnamese program move. We started a PK3 year old program for the 2017-2018 school year. We are also added two PPCD classes for the 2017-2018 school year. The 2018-2019 classes will be:
 1. 2 PK3 classes:
 1. 2 ESL/Mainstream sections
 2. 2 Bilingual Spanish sections
 2. 5 ESL/Mainstream PK4 classes
 3. 6 Bilingual Spanish PK4 classes
 4. 2 PPCD classes

Demographics Strengths

Enrollment grew during the Fall Semester and held steady throughout the Spring Semester. 2018-2019 enrollment projections total 301 (271 low SES and 177 ELL); this is a increase of 81 students when compared with 2017-2018 adopted enrollment (158 low SES and 159 ELL).

Our PK3 program began the 2017-2018 school year with two sections, 1 ESL/Mainstream section and 1 Bilingual Spanish, but we doubled our enrollment during August 2017 registration and added two more sections for a total of 3 ESL/Mainstream sections and 1 Bilingual Spanish section. We received students from other PK Center waiting lists due to having an available classroom and a teacher/teacher assistant position held in staffing projections from PK4. We maintained a waiting list for PK3 Bilingual of 11-14 students throughout the 2017-2018 school year (need 15 students on a waiting list to open a new section).

Nine of our fifteen teachers were new to Bear Boulevard this year and seven of those were new to SBISD. All teachers are experienced early childhood teachers and met highly qualified status. Our families experience crises that would be expected of those living in high poverty, but we have family support in our social worker and our counselor. This year we opened a parent center in our school and have increased parent participation on campus. We continue to have a robust parent volunteer program and a number of community partnerships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of our families continue to experience crisis associated with our demographics **Root Cause:** Poverty

Student Academic Achievement

Student Academic Achievement Summary

BBS PK3 CIRCLE Literacy Assessment Campus & District Average at End of Year 2017-2018

- Rapid Letter Naming - Campus: 29% & District: 35%
- Rapid Vocabulary - Campus: 77% & District: 70%
- Phonological Awareness - Campus: 54% & District: 42%
- Story Retell and Comprehension - Campus: 59% & District: 54%
- Book and Print Knowledge - Campus: 52% & District: 72%
- Early Writing - Campus: 67% & District: 76%

BBS PK4 CIRCLE Literacy Assessment Campus & District Average at End of Year 2017-2018

- Rapid Letter Naming - Campus: 82% & District: 87%
- Rapid Vocabulary - Campus: 47% & District: 57%
- Phonological Awareness - Campus: 74% & District: 79%
- Story Retell and Comprehension - Campus: 89% & District: 88%
- Book and Print Knowledge - Campus: 88% & District: 88%
- Early Writing - Campus: 92% & District: 89%

BBS PK4 CIRCLE Literacy Assessment Bilingual & Mainstream Average at End of School Year 2017-2018:

- Rapid Letter Naming - Bilingual: 89% & Mainstream: 74%
- Rapid Vocabulary - Bilingual: 68% & Mainstream: 26%
- Phonological Awareness - Bilingual: 88% & Mainstream: 60%
- Story Retell and Comprehension - Bilingual: 93% & Mainstream: 84%
- Book and Print Knowledge - Bilingual: 90% & Mainstream: 86%
- Early Writing - Bilingual: 91% & Mainstream: 92%

BBS PK3 CIRCLE Math Assessment Campus & District Average at End of Year 2017-2018

- Rote Counting - Campus: 21% & District: 19%
- Shape Naming - Campus: 31% & District: 39%
- Number Discrimination - Campus: 38% & District: 38%
- Number Naming - Campus: 23% & District: 38%
- Shape Discrimination - Campus: 47% & District: 40%
- Counting Sets - Campus: 29% & District: 23%
- Operations - Campus: 15% & District: 10%
- Overall Measure - Campus: 78% & District: 74%

BBS PK4 CIRCLE Math Assessment Campus & District Average at End of Year 2017-2018

- Rote Counting - Campus: 80% & District: 73%
- Shape Naming - Campus: 84% & District: 79%
- Number Discrimination - Campus: 94% & District: 90%
- Number Naming - Campus: 77% & District: 76%
- Shape Discrimination - Campus: 92% & District: 87%
- Counting Sets - Campus: 77% & District: 79%
- Operations - Campus: 49% & District: 45%
- Overall Measure - Campus: 88% & District: 84%

1. All teachers met highly qualified status.
2. One PPCD Teacher has resigned from SBISD and this position has been already been hired with an SBISD experienced PPCD Teacher.
3. The remaining current staff are returning for the 2018-2019 school year.

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.

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

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.

Student Academic Achievement Strengths

PK4 Literacy areas showing improvement comparing end of year averages from 2017 to 2018 in:

- Book & Print Knowledge increased by 2 percentage points to 88%
- Early Writing increased by 2 percentage points to 92%
- Note: Story Retell & Comprehension maintained the same at 89%
- Note: campus goals of increasing Rapid Vocabulary to 58%, Book & Print Knowledge to 91%, and Early Writing to 95% were not met (Percentage increases were seen in Book & Print Knowledge, and Early Writing)
- Note: BBS percentage was above district percentage in Story Retell & Comprehension, and Early Writing. The area of Book & Print Knowledge was the same percentage as the district.

PK4 Math areas showing improvement comparing end of year averages from 2017 to 2018 in:

- Shape Naming increased 5 percentage points to 84%
- Number Discrimination increased 3 percentage points to 94%
- Number Naming increased 1 percentage point to 77%
- Shape Discrimination increased 3 percentages points to 92%
- Operations increased 5 percentage points to 49%
- Overall Measure increased 4 percentage points to 88%
- Note: campus goal of increasing Operations to 49% was met
- Note: BBS percentage was above district percentage in all areas except Counting Sets.

BBS Leadership Team was involved throughout the process of hiring new staff for the 2018-2019 school year.

1. New Counselor was hired in early spring 2017 and was successful in her new role.
2. New ADA was promoted from within the campus. New ADA was hired in the summer of 2017 and was successful in her new role.
3. The majority of the new incoming staff were able to begin campus onboarding in May 2017.
4. All new staff to the campus were assigned a partner in a like position/role and one new teacher was assigned a mentor.
5. In addition, Quad partnerships were established (2 teachers and 2 teacher assistants sharing a classroom suite are partnered).
6. Staff have were given protocols to guide and help start crucial conversations.
7. New staff assimilated into BBS PLC practices and rated all essential characteristics of a PLC as either Developing or Sustaining.

Our afternoon professional learning time continues to be instrumental in allowing us to grow together as a staff. Our teachers are highly dedicated and hardworking. Additionally, this year we added the support role of a lead PK teacher, one of our existing Team Leaders, to coach and mentor our staff and lead professional learning.

Teacher Levels of Implementation Survey in April 2018 was completed by 11 of 15 teachers.

- The Balanced Literacy initiative showed 7 of 11 teachers at the institutionalized/automatic level and 3 additional teachers at the fully implementing level.
- The Personalized Learning initiative showed 1 of 11 teachers at the institutionalized/automatic level, 3 additional teachers at the fully implementing level, and 5 additional teachers at the starting to use and adopting some commitment level.

Collaborative instructional reviews focused on strategies to achieve campus goals will continue for the 2018-2019 school year.

The following feedback was provided by teachers and teacher assistants as part of the campus needs assessment indicating these are the areas that were done well during 2017-2018:

Project Approach learning and field investigations – real world connections

Maximized access to instruction through iStation, iPad, Apple TVs

Lesson plans in ItsLearning

Hands on Activities

Share A Smile Activities, No Place for Hate Projects, Project CLASS via Teacher in classroom

Perfect Attendance Award Bear Paw tags & Photo each 9 Weeks

Parent Learning Days & Volunteers & Parent Classes

Parent Conferences, Open House, Newsletters

Fall & Spring Book Fairs

Number Concepts, Patterns, Shapes, Measuring, Sorting

Using snack to count/make patterns

Math make and takes

Sharing of number concepts during PLC
Read Alouds, Balanced Literacy, Small Group Instruction
Reading & Writing Connections with all Content Areas
Students work independently in Workstations
Visit to Feeder Schools
Counselor and CIS social lessons and social story readings in classes
Community readers

There were no office referrals for the 2017-2018 school year. Professional learning 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.

Additionally, to enhance anytime, anywhere opportunities for our youngest learners we are providing Istation Home and Dreambox as adaptive software students can access from home and ReadyRosie access to parenting videos that help them engage students in learning at home.

1. Through CIT team participation, we had four parent representatives on our CIT team for the 2017-2018 school year (only one parent participated; parent attendance at CIT meetings dwindled throughout the school year).
2. Monthly newsletters were sent to parents in English, and Spanish.
3. We had the majority of students represented by parents/guardians at Orientation, Open House, Parent Conferences, Summer Parent Night, and Parent Learning Days.
4. Parents responded to attendance courtesy calls, absence note reminders, and home visits to reduce tardiness and increase student attendance.
5. Parent Learning Days were conducted in the fall and spring by all PK4 teachers/classes across the campus. Parents responded well, provided input, and carried over strategies at home.

1. All classes are scheduled to use the ActivBoard in the library area of room 18 two times per week and open scheduling available on Fridays.
2. Teachers use the internet to find research and resources to support their instructional content, planning and implementation. Need to continue to build collaborative networks (i.e. wikis, blogs, goggle docs, campus web page, Lync, Skype, etc.) to share information across teachers.
3. Students use the apps on iTouch and iPad to practice literacy and math skills; generate collections of stories/books; etc. Campus supported the AppE Process and purchased \$25.00 iTune cards – apps were purchased.
4. Campus purchased flat screen TVs to connect with Apple TV and iPad/Touch, laptop, etc. to provide additional access to information within the classroom.
5. Students participate in electronic benchmark testing at the beginning, middle, and end of the school year (CIRCLE). Students engage with interactive and responsive software (iStation, Dreambox) to practice skills on a weekly basis.

6. Parents have access to ReadyRosie app 24/7 to practice suggested skills with their child.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: End of year Literacy CIRCLE Assessment data shows achievement gaps between Bilingual and ESL/Mainstream classes in the area of Phonological Awareness with Bilingual classes outperforming (PK3 69 percentage point gap; PK4 26 percentage point gap) **Root Cause:** Poverty impacts on language development

Problem Statement 2: PK3 and PK4 teachers do not collaborate during PLC time **Root Cause:** Schedule conflicts between half day classes and full day classes

Problem Statement 3: We need to continue to grow and enhance our three year old program **Root Cause:** New Program

Problem Statement 4: Lotteried two parent CIT representatives and two parent CIT alternates for the 2017-2018 school year, one of the four parents participated in Campus Improvement Team meetings. **Root Cause:** Time of CIT meetings

Problem Statement 5: Technology not provided by the district is aging out. **Root Cause:** Cost and campus budget

School Processes & Programs

School Processes & Programs Summary

Bear Boulevard is a school for early learning located centrally within Spring Branch ISD. The campus serves three and four year old students in Prekindergarten from 6 Elementary feeder schools. Each classroom is lead by a certified teacher and a teacher assistant. Campus languages of instruction are English and Spanish. Free bus transportation is provided to all four year old students. Breakfast and lunch is provided to students at no cost.

Campus goals:

PK3 - 57% meet expectations in Book & Print Knowledge; 36% meet expectations in Shape Naming; and 28% Number Naming.

PK4 - 79% in Phonological Awareness and 82% in Counting Sets

School Processes & Programs Strengths

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

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

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

- Teachers share student instructional technology applications with all at staff meetings
- Director shared Collaborative Culture training with all staff at all staff meetings
- Team Leader Internships: one supports Teacher Assistants & one supports Teachers focused on individual needs: PBIS, academic instruction, planning, processes, adult relationships, student relationships, etc. One Team Leader represents campus on Superintendent Teacher Advisory Committee.

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

1. We maintained a balanced approach to literacy learning by taking each child where they are at the beginning of the year (Beginning of Year Assessment data) and building on their strengths (formative assessment throughout the school year) to help them reach their full potential in early reading and writing (End of Year Assessment data).
2. Our Math Program concentrated on growing understanding of math concepts by laying a concrete foundation for later abstract thinking.
3. Students participated in class projects that allowed them to apply their recently acquired literacy, math, science, and social studies skills in authentic 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 2017-2018 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 and plan forward for support. As indicated from Pre-SSC documentation, a formal SSC meeting(s) was held. The campus Counselor, Speech Therapist, Diagnostician, and Director provided additional support/guidance/observations related to the are of need and their expertise when formal SSC meetings were held.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Support more teachers fully implementing elements of personalized learning **Root Cause:** New Initiative

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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- Teachers share Math & Literacy instructional strategies related to campus goals throughout the year
- Teachers engage in 4 collaborative instructional reviews related to campus goals throughout the year

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

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes. **Root Cause:** PK3 Student Arrival/Dismissal Supervision demands on support staff

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

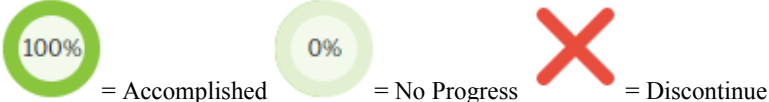
Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 85% of PK4 students will meet benchmark cut score on the Circle assessment for all five components reported to the State (Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning).

Evaluation Data Source(s) 1: End of Year Circle Assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Provide Multi-Classroom Teacher position to coach and mentor other teachers while working with Team Leaders to help standardize campus expectations for PK instruction.	2.4, 2.5, 2.6	Director Multi-Classroom Teacher Team Leaders	Teacher growth and development and opportunity to grow campus leadership that will result in greater support for teachers yielding greater student success			
				Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		
Critical Success Factors CSF 1 2) Purchase literacy and math materials for classrooms to enhance teachers ability to personalize reading and math instruction	2.4, 2.5, 2.6	Director Multi-Classroom Teacher Team Leaders	Teachers and students will be able to have increased opportunities to read in a greater variety of texts and to learn math concepts using a greater variety of manipulatives			
				Problem Statements: School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 12036.00, 199 PIC 11 - Instructional Services - 4359.00, 199 PIC 30 - At Risk School Wide SCE - 1500.00, 199 PIC 32 - Pre-Kindergarten - 510.00		
Critical Success Factors CSF 1 CSF 4 CSF 5 3) Increase student opportunities for authentic problem based learning so that 100% of students participate: in two project presentations and 6 or more projects; and in field investigation experiences (i.e. Zoo, Grocery Store, Museum) to provide relevant connections to their learning	2.4, 2.5, 2.6, 3.2	Director Multi-Classroom Teacher Team Leaders Field Investigation/Fun Days Committee	Authentic application of literacy and math skills and sharing artifacts and learning with others will result in learning becoming more purposeful for students and parents			
				Problem Statements: School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 3700.00, 199 PIC 30 - At Risk School Wide SCE - 1000.00		
						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: PK3 and PK4 teachers do not collaborate during PLC time **Root Cause 1:** Schedule conflicts between half day classes and full day classes

Curriculum, Instruction, and Assessment

Problem Statement 1: We need to continue to grow and enhance our three year old program **Root Cause 1:** New Program

School Context and Organization

Problem Statement 1: Support more teachers fully implementing elements of personalized learning **Root Cause 1:** New Initiative

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 90% of students will meet expectations on the Social Emotional Learning portion of the Circle assessment.

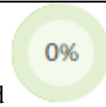
Evaluation Data Source(s) 1: End of Year Social Emotional Learning Circle Checklist

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Provide a Counselor and Social Worker to conduct guidance lessons in classrooms and to work with families and students in crisis.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Director Counselor CIS Teachers Parents	Provide interventions for students whose lives are in crisis that will help them connect with school and be ready to learn.			
<p>Problem Statements: School Culture and Climate 1 Funding Sources: 211 - Title I, Part A - 73450.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide parent center and parenting program for our families to promote ongoing parent and community engagement</p>	3.1, 3.2	Director Counselor CIS Teachers Parent Partner & Newsletter Committee	When families are engaged in the school student success will increase.			
<p>Problem Statements: Demographics 1 - Parent and Community Engagement 1 Funding Sources: 211 - Title I, Part A - 1072.00</p>						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Provide supplies for nurse to care for students</p>	2.4, 2.5	Director Nurse	Healthy students will be more successful			
<p>Problem Statements: Demographics 1 Funding Sources: 199 PIC 99 - Undistributed - 600.00</p>						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Provide high functioning and efficient front office to support families and staff</p>	2.4, 2.6, 3.1	Director	Meeting family and staff needs will enhance building climate and increase student performance			
<p>Problem Statements: Demographics 1 Funding Sources: 199 PIC 99 - Undistributed - 3900.00, 199 PIC 30 - At Risk School Wide SCE - 400.00, 199 PIC 32 - Pre-Kindergarten - 400.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Provide transition visits for our prekindergarten students to visit their future elementary campuses</p>	2.6	Director	Enhance a positive transition from PK School to Elementary campuses			
<p>Problem Statements: School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 500.00</p>						



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

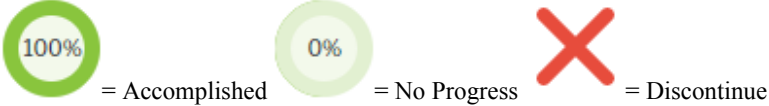
Demographics
Problem Statement 1: The majority of our families continue to experience crisis associated with our demographics Root Cause 1: Poverty
School Culture and Climate
Problem Statement 1: Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes. Root Cause 1: PK3 Student Arrival/Dismissal Supervision demands on support staff
Parent and Community Engagement
Problem Statement 1: Lotteried two parent CIT representatives and two parent CIT alternates for the 2017-2018 school year, one of the four parents participated in Campus Improvement Team meetings. Root Cause 1: Time of CIT meetings
School Context and Organization
Problem Statement 1: Support more teachers fully implementing elements of personalized learning Root Cause 1: New Initiative

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 85% of PK4 students will perform at post secondary-ready levels on all five components of the Circle Assessment reported to the state (Rapid Letter Naming, Rapid Vocabulary, Writing, Math, Social Emotional Learning).

Evaluation Data Source(s) 1: End of Year Circle Assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Provide professional learning opportunities for teachers and teacher assistants in early literacy, math, project approach, and social emotional learning.	2.4, 2.5, 2.6	Director Counselor Team Leaders Teachers Teacher Assistants	Better trained teachers will lead to higher performing students.			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 12042.00, 199 PIC 11 - Instructional Services - 7500.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Provide professional learning opportunities for Principal in leadership	2.4, 2.5, 2.6	Director	Better trained principal will lead to higher performing students			
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 1000.00, 199 PIC 99 - Undistributed - 200.00					
						

Performance Objective 1 Problem Statements:




Staff Quality, Recruitment, and Retention
Problem Statement 1: PK3 and PK4 teachers do not collaborate during PLC time Root Cause 1: Schedule conflicts between half day classes and full day classes
Curriculum, Instruction, and Assessment
Problem Statement 1: We need to continue to grow and enhance our three year old program Root Cause 1: New Program
School Context and Organization
Problem Statement 1: Support more teachers fully implementing elements of personalized learning Root Cause 1: New Initiative

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, PK4 will decrease existing achievement gap by at least 5% between Spanish and English students in the area of Phonological Awareness while all performance improves.

Evaluation Data Source(s) 1: End of Year Phonological Awareness Circle Assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Offer technology tools to enable teachers to personalize student instruction.</p>	2.4, 2.5, 2.6	Director Multi Classroom Leader Team Leaders Campus Technology Representative Technology Committee	Increase student performance by offering rigorous personalized opportunities in reading and technology tools.			
<p>Problem Statements: Technology 1 Funding Sources: 211 - Title I, Part A - 3400.00, 199 PIC 30 - At Risk School Wide SCE - 400.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Technology not provided by the district is aging out. Root Cause 1: Cost and campus budget

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <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 (One Way Dual Language).</p>	2.4, 2.5, 2.6	Counselor Director	growth in English Language acquisition			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <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 meeting Circle benchmark cut scores. Strategies include: weekly professional learning, PLC, data-informed lesson planning, and small group instruction.</p>	2.4, 2.5, 2.6	Director Multi-Classroom Teacher Leadership Team Teachers	growth in reading proficiency			
<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. Bear Boulevard is an Early Learning Center and only have PK age students.</p>						




<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) TECHNOLOGY - Provide opportunities, inclusive of professional learning, 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 TEKS and STAAR. Participate in mento-mentee grant. Continue to provide support for new teachers through the on-boarding and induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p>	2.4, 2.5, 2.6	Director Staff	growth of teachers/leaders supports student growth			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Promote parent and community engagement in drug and violence prevention programs/activities by: hosting parent meetings, parent training sessions, and distributing information through our campus Parent Center.</p>	3.1, 3.2	Counselor CIS Teachers Director	increased parent engagement will support student growth			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Provide professional learning 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 learning sessions once per month throughout the school year. Additionally, teachers will receive campus training in August on teaching classroom routines and procedures, and positive behavioral supports.</p>	2.4, 2.6	Director Counselor CIS Teachers Teacher Assistants	developing student social emotional skills will support student growth			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. The campus has Preschool Program for Children with Disabilities services. A speech and language pathologist provides services to students on the campus within the LRE. District LSSP, Diagnostician, SLP and Counselor provide professional learning to support access, participation, and success within the general education curriculum for all students.</p>	2.4, 2.5, 2.6	PPCD Teachers SLP LSSP Diagnostician Counselor Director	inclusive programming and services supports student growth			

<p>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? Students with disabilities at Bear Boulevard are preschool age and are not of participation age for state assessments.</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</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 learning to remain in compliance with time lines and requirements.</p>	2.4, 2.5, 2.6	LSSP Diagnostician SLP Counselor Director	adherence to timelines and compliance requirements promotes efficiency and effectiveness of student services			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</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. The campus does not have specialists to provide supplemental At-Risk services in the above listed content areas. However, the campus Multi-Classroom Teacher, Leadership Team and the campus Social Emotional Learning Cadre provide collaborative professional learning and technical assistance to supply teachers with strategies for struggling students once per month. Campus staff provides weekly professional learning sessions across the content areas. In addition, all teachers are either Bilingual or ESL certified.</p>	2.4, 2.5, 2.6	Director Multi-Classroom Teacher Leadership Team Counselor Social Emotional Learning Cadre Staff	growth of teachers supports student growth			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <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>	2.4, 2.5, 2.6	Director Counselor Multi-Classroom Teacher Leadership Team Staff	providing supplemental services supports student growth			

<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>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, BBS Parent Center, etc; providing training and support through the BBS Parent Center; and recognize volunteers at the campus level and at the district Good Neighbor Ceremony.</p>	<p align="center">3.1, 3.2</p>	<p>Director Counselor Parent Partner & Newsletter Committee Share A Smile Cadre</p>	<p>fully engaging parents/volunteers in focused activities supports student growth</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>13) TITLE II A - Provide professional learning 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 PK Guidelines in the content areas of English/Language Arts, social studies, and/or science, and/or math; Simultaneous Bi-Literacy; Project Approach; and small group personalized instruction. This includes opportunities for teachers to be coached, attend sustained training/workshops and/or conferences together with structured follow-up and technical support. Professional learning will be provided by campus Director, Multi-Classroom Teacher, Leadership Team, Counselor, and staff impacting one or more of the above on a weekly basis.</p>	<p align="center">2.4, 2.5, 2.6, 3.2</p>	<p>Director Multi-Classroom Teacher Leadership Team Counselor SLP Diagnostician LSSP Staff</p>	<p>increasing staff knowledge and skills supports student growth</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>14) Teachers/Administrator/Staff will develop understanding of the Professional Learning Framework and continue participation in professional learning via professional learning communities in areas of: teaching and learning, and leadership for results. Professional learning will be provided at the campus level on a weekly basis.</p>	<p align="center">2.4, 2.5, 2.6</p>	<p>Director Multi-Classroom Teacher Leadership Team Technology Committee</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Support will be provided by assigned teacher partner and campus mentor in the 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>	2.4, 2.5, 2.6	Director Counselor Mentor Team Leaders Assigned Teaching Partner	supporting new teacher growth supports student growth			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>16) Recruit and retain highly-qualified staff, defined through state 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 job fairs and meet and greets, etc. The campus website will be update in the Fall and Spring.</p>	2.4, 2.5, 2.6	Director Counselor Leadership Team Campus Technology Representative Staff	recruiting and retaining highly-qualified staff in a collaborative manner supports student growth			
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of professional learning that will build ties between parents and school. Collaboration will occur through the BBS Parent Center, CIT meetings, Parent meetings, Parent Conferences, Room Parents, and Parent Learning Days.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Director Counselor CIT Multi-Classroom Teacher Leadership Team Parent Partner & Newsletter Committee Technology Committee Staff	parents and school working in concert supports student growth			
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>18) PK and K teachers develop transition strategies. Elementary campuses provide Kindergarten Orientation at different times and in a variety of settings to increase parent engagement in campus transition activities. Parents will be invited to visit their child's Kindergarten feeder school prior to the start of the school year. BBS staff will take photos of Kindergarten feeder school visit with students and make books about their visit to send home for parents to read with their child.</p>	2.6, 3.2	Director Counselor PK and K Teachers Parent Partner & Newsletter Committee	Providing a developmentally appropriate and parent engaged transition to Kindergarten supports student growth			

<p>19) GIFTED AND TALENTED - Provide opportunities for GT professional learning, based on level of expertise and need, in one of the following areas: nature and needs of GT students; assessing and identifying GT student needs; differentiating curriculum for GT students; assessing social and emotional needs of GT students; creativity and instructional strategies for GT students. We are an Early Learning School and have PK age students only.</p>						
<p>20) GIFTED AND TALENTED - implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques form gifted and talented education. We are an Early Learning School and have PK age students only.</p>						
<p>21) GIFTED AND TALENTED - Conduct annual GT evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those student showing great potential but how are difficult to identify as intellectually-gifted. Conduct an annual GT parent meeting to develop awareness of the program, identification, and requirements. We are an Early Learning School and have PK age students only.</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <ol style="list-style-type: none"> 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 Texas PK Developmental Guidance Plan; 5. Staff implementation of Social Emotional strategies, Project Class, and Positive Behavioral Supports. 	<p>2.4, 2.5, 2.6</p>	<p>Director Nurse Counselor CIS Crisis Response Safety Team Staff</p>	<p>providing a safe learning environment and increasing social emotional skills supports student growth</p>			

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>23) Review and revisit both the Home/School Compact and Parental Engagement Policy by: offering several opportunities for parent input; develop, with parent input, current school year compact and policy in English and Spanish; share compact with parents and document. The Home/School Compact and the Parental Engagement 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 are given to parents, 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 Engagement Policy are included in the Title I Portfolio.</p>	2.4, 2.5, 2.6, 3.1	Director Counselor CIT CIS Staff	increasing parental engagement supports student growth			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>24) Increase parent attendance at Title I Annual Meeting to share the following: 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 October during Back to School Night. English and Spanish translators will be provided.</p>	2.4, 3.1, 3.2	Director Counselor CIS Staff	increasing parental engagement supports student growth			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Campus Improvement Team

Committee Role	Name	Position
Administrator	Kimberly Hammer	Director
Non-classroom Professional	Hayde Maldonado	Counselor
Classroom Teacher	Shannon Doyle	Teacher
Business Representative	Jenette Sears	Business Representative
District-level Professional	Lesli Brown	District Liaison
Classroom Teacher	Patty Brady	Teacher

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	reading and math materials and manipulatives	199.11.6399.000.131.11.0.131	\$4,359.00
3	1	1	Substitutes for Teacher professional learning experiences	199.13.6112.000.131.11.0.131	\$1,500.00
3	1	1	Substitutes - Support Staff/Teacher Assistants	199.11.6122.000.131.11.0.131	\$6,000.00
Sub-Total					\$11,859.00
Budgeted Fund Source Amount					\$11,859.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	reading and math materials and manipulative	199.11.6399.000.131.30.0.131	\$1,500.00
1	1	3	transportation cost for field experiences aligned with projects	199.11.6494.000.131.30.0.131	\$1,000.00
2	1	4	Miscellaneous Operating Expense	199.11.6499.000.131.30.0.131	\$400.00
4	1	1	technology tools	199.11.6398.000.131.30.0.131	\$400.00
Sub-Total					\$3,300.00
Budgeted Fund Source Amount					\$3,300.00
+/- Difference					\$0
199 PIC 32 - Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	reading and math materials and manipulatives	199.11.6399.000.131.32.0.131	\$510.00
2	1	4	Overtime	199.51.6121.000.131.32.0.131	\$400.00
Sub-Total					\$910.00
Budgeted Fund Source Amount					\$910.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	1	3	Clinic supplies	199.33.6399.000.131.99.0.131	\$600.00
2	1	4	Office Supplies	199.23.6399.000.131.99.0.131	\$1,400.00
2	1	4	Miscellaneous Contract Services	199.51.6299.000.131.99.0.131	\$500.00
2	1	4	Substitutes - Support Staff/Office Staff	199.23.6122.000.131.99.0.131	\$2,000.00
3	1	2	Region IV Services	199.23.6239.000.131.99.0.131	\$200.00
Sub-Total					\$4,700.00
Budgeted Fund Source Amount					\$4,700.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	reading materials and books	211.11.6329.000.131.34.0.000.FBG19	\$2,000.00
1	1	2	reading and math materials and manipulatives	211.11.6399.000.131.34.0.000.FBG19	\$10,036.00
1	1	3	materials/manipulatives and field experiences aligned with projects	211.11.6399.000.131.34.0.000.FBG19	\$3,200.00
1	1	3	transportation cost for field experiences aligned with projects	211.11.6494.000.131.34.0.000.FBG19	\$500.00
2	1	1	Counselor	211.31.6119.000.131.34.0.000.FBG19	\$62,166.00
2	1	1	Counselor	211.31.6141.000.131.34.0.000.FBG19	\$901.00
2	1	1	Counselor	211.31.6142.000.131.34.0.000.FBG19	\$3,583.00
2	1	1	Counselor	211.31.6143.000.131.34.0.000.FBG19	\$397.00
2	1	1	Counselor	211.31.6144.000.131.34.0.000.FBG19	\$6,403.00
2	1	2	Parent training materials	211.61.6499.000.131.34.0.000.FBG19	\$1,072.00
2	1	5	transportation	211.11.6494.000.131.34.0.000.FBG19	\$500.00
3	1	1	professional learning experiences	211.13.6411.000.131.34.0.000.FBG19	\$6,000.00
3	1	1	Region IV professional learning experiences	211.13.6239.000.131.34.0.000.FBG19	\$4,000.00
3	1	1	Substitutes for Teacher professional learning experiences	211.13.6112.000.131.34.0.000.FBG19	\$2,000.00
3	1	1	Medicare Substitutes for Teacher professional learning experiences	211.13.6141.000.131.34.0.000.FBG19	\$29.00
3	1	1	Workers Comp Substitutes for Teacher professional learning experiences	211.13.6143.000.131.34.0.000.FBG19	\$13.00
3	1	2	professional learning	211.23.6411.000.131.34.0.000.FBG19	\$500.00

3	1	2	Region IV professional learning	211.23.6239.000.131.34.0.000.FBG19	\$500.00
4	1	1	technology tools	211.11.6398.000.131.34.0.000.FBG19	\$3,400.00
Sub-Total					\$107,200.00
Budgeted Fund Source Amount					\$107,200.00
+/- Difference					\$0
Grand Total					\$127,969.00