

# Spring Branch Independent School District

## The Bear Blvd. School

### 2019-2020 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!

## Core Values

### **Every Child**

We put students at the heart of everything we do.

### **Collective Greatness**

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

### **Collaborative Spirit**

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

### **Limitless Curiosity**

We never stop learning and growing.

## **Moral Compass**

We are guided by strong character, ethics and integrity.

# Table of Contents

|   |    |
|---|----|
| Comprehensive Needs Assessment  | 5  |
| Demographics  | 5  |
| Student Academic Achievement  | 7  |
| School Processes & Programs   | 13 |
| Perceptions   | 15 |
| Priority Problem Statements   | 18 |
| Comprehensive Needs Assessment Data Documentation   | 20 |
| Goals   | 22 |
| Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.                     | 22 |
| Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.          | 24 |
| Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.                                       | 26 |
| Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps. | 27 |
| Goal 5: To remain in compliance with Federal and State law.   | 28 |
| Campus Improvement Team   | 34 |
| Campus Funding Summary  | 35 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

1. Adopted 2018-2019 Enrollment Projections: 301 Total Students; 271 Low SES Students; 177 ELL Students
2. Projected 2019-2020 Enrollment: 293 Total Students; 284 Low SES Students; 175 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 is 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 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 started with 1 ESL/Mainstream section and 1 Bilingual Spanish section, but doubled our enrollment during registration and added 1 more section of each). We also added two PPCD classes for the 2017-2018 school year. In 2018-2019, one of our PK3 Bilingual pre-registered sections did not make; thereby decreasing PK3 enrollment to 2 ESL/Mainstream sections, and 1 Bilingual section. In 2018-2019, 1 PK4 Bilingual class was collapsed; thereby decreasing PK4 enrollment to 5 ESL/Mainstream classes and 5 Bilingual classes. In 2018-2019, PPCD enrollment held steady at 2 classes
5. The 2019-2020 classes will be:
  1. 2 PK3 classes
    1. 2 ESL/Mainstream sections
    2. 2 Bilingual Spanish sections
  2. 5 ESL/Mainstream PK4 classes
  3. 5 Bilingual Spanish PK4 classes
  4. 2 PPCD classes

### Demographics Strengths

Enrollment grew during the Fall Semester and held steady throughout the Spring Semester. 2019-2020 enrollment projections total 293 (284 low SES and 175 ELL); this is a decrease of 8 students when compared with 2018-2019 adopted enrollment (271 low SES and 177 ELL). Low SES students are increasing by 13 and ELL students are decreasing by 2 when comparing 2018-2019 with 2019-2020 projections.

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). Prior to the 2018-2019 school year, we had 6 sections of PK3 pre-registered. At the start of the 2018-2019 school year only 50% of the pre-registered students enrolled giving us 3 sections throughout the 2018-2019 school year despite repeated contacts to pre-registered families that did not enroll.

Two of our fourteen teachers were new to Bear Boulevard this year. One of the two teachers were novice. Remaining teachers were experienced early childhood teachers. All teachers met highly qualified status. Our families experience crises that would be expected of those living in high poverty, but we have family support from our social worker and our counselor. We have 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 Average at End of Year 2018-2019**

- Rapid Letter Naming - Campus: 61% (29% 2017-2018)
- Rapid Vocabulary - Campus: 76% (77% 2017-2018)
- Early Writing - Campus: 78% (67% 2017-2018)

### **BBS PK4 CIRCLE Literacy Assessment Campus Average at End of Year 2018-2019**

- Rapid Letter Naming - Campus: 85% (82% 2017-2018)
- Rapid Vocabulary - Campus: 60% (47% 2017-2018)
- Early Writing - Campus: 94% (92% 2017-2018)

### **BBS PK4 CIRCLE Literacy Assessment Bilingual & Mainstream Average at End of School Year 2018-2019:**

- Rapid Letter Naming - Bilingual: 88% & Mainstream: 81%
- Rapid Vocabulary - Bilingual: 68% & Mainstream: 52%
- Early Writing - Bilingual: 94% & Mainstream: 94%

### **BBS PK3 CIRCLE Math Assessment Campus at End of Year 2018-2019**

- Rote Counting - Campus: 18% (21% 2017-2018)
- Shape Naming - Campus: 68% (31% 2017-2018)
- Number Discrimination - Campus: 55% (38% 2017-2018)
- Number Naming - Campus: 37% (23% 2017-2018)
- Shape Discrimination - Campus: 81% (47% 2017-2018)
- Counting Sets - Campus: 35% (29% 2017-2018)
- Operations - Campus: 4% (15% 2017-2018)
- Overall Measure - Campus: 89% (78% 2017-2018)

### **BBS PK4 CIRCLE Math Assessment Campus & District Average at End of Year 2018-2019**

- Rote Counting - Campus: 70% (80% 2018-2019)
- Shape Naming - Campus: 80% (84% 2017-2018)
- Number Discrimination - Campus: 90% (94% 2017-2018)

- Number Naming - Campus: 78% (77% 2017-2018)
- Shape Discrimination - Campus: 92% (92% 2017-2018)
- Counting Sets - Campus: 83% (77% 2017-2018)
- Operations - Campus: 53% (49% 2017-2018)
- Overall Measure - Campus: 86% (88% 2017-2018)

1. All teachers met highly qualified status.
2. One PPCD Teacher has resigned from SBISD and this position has been filled with an experienced PPCD Teacher.
3. One PK3 Teacher has resigned from SBISD and this position has been filled with an experienced PK Teacher.
4. The remaining current staff are returning for the 2019-2020 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**

#### 1. PK3 Literacy areas showing improvement comparing end of year averages from 2018 to 2019 in:

- i. Rapid Letter Naming increased by 32 percentage points to 61%
- ii. Early Writing increased by 11 percentage points to 78%
- iii. Note: campus goals of increasing Book & Print Knowledge to 57% was exceeded at 62%

#### 2. PK3 Math areas showing improvement comparing end of year averages from 2018 to 2019 in:

- i. Shape Naming increased 37 percentage points to 68%
- ii. Number Discrimination increased 17 percentage points to 55%



- iii. Number Naming increased 14 percentage points to 37%
- iv. Shape Discrimination increased 34 percentage points to 81%
- v. Counting Sets increased 6 percentage points to 35%
- vi. Overall Measure increased 11 percentage points to 89%
- vii. Note: campus goals of increasing: Shape Naming to 36% was exceeded at 68%; and Number Naming to 28% was exceeded at 37%

3. PK4 Literacy areas showing improvement comparing end of year averages from 2018 to 2019 in:

- i. Rapid Letter Naming increased by 3 percentage points to 85%
- ii. Rapid Vocabulary increased by 13 percentage points to 60%
- iii. Early Writing increased by 2 percentage points to 94%
- iv. Note: Story Retell & Comprehension maintained the same at 89%
- v. Note: campus goals of increasing: Rapid Letter Naming to 85% was met; Early Writing to 85% was exceeded at 94%; and Phonological Awareness to 54% was exceeded at 81%
- vi. Note: BBS percentage was above district percentage Early Writing.

4. PK4 Math areas showing improvement comparing end of year averages from 2018 to 2019 in:

- i. Number Naming increased 1 percentage point to 78%
- ii. Counting Sets increased 6 percentages points to 83%
- iii. Operations increased 4 percentage points to 53%
- iv. Note: campus goal of 85% at Overall Measure was exceeded at 86%

5. PK4 Social/Emotional exceeded district average by 3 percentage points at 95%.

BBS Leadership Team was involved throughout the process of hiring new staff for the 2019-2020 school year.

1. The majority of the new incoming staff were able to begin campus onboarding in May 2018 (one Teacher was out of state)
2. All new staff to the campus were assigned a partner in a like position/role and one new teacher was assigned a mentor.
3. In addition, Quad partnerships were established (2 teachers and 2 teacher assistants sharing a classroom suite are partnered).
4. Staff were given protocols to guide and help start crucial conversations.
5. 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. Further, a PK Coach provided professional learning in hour long sessions to PK4 Teachers 2 days per week and a total of 15 hours of one on one coaching throughout the school year. A district PK3 Coach provided professional learning half day sessions four times per year for PK3 Teachers as well as visiting classrooms and providing feedback. PPCD Teachers were provided support as needed by a district PPCD Facilitator and out of district consultants/specialists.

Teacher Levels of Implementation Survey in April 2019 was completed by 8 of 14 teachers.

- The Balanced Literacy initiative showed 6 of 8 teachers at the institutionalized/automatic level and 2 additional teachers at the fully implementing level.
- The Personalized Learning initiative showed 1 of 8 teachers at the institutionalized/automatic level, 3 additional teachers at the fully implementing level, and 4 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 2019-2020 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 2018-2019:

#### Coaching

Project Approach learning and field investigations – real world connections - project based visitors

Maximized access to instruction through iStation, iPad, Apple TVs

Ready Rosie

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 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  
Community readers  
Teachers selected materials being purchased  
Morning Meeting  
Fine Motor  
Red/Green Choices  
Professional Development opportunities at Region IV & Rice University

There were no office referrals for the 2018-2019 school year. Professional learning sessions were held before and throughout the school year for both Teachers and Teacher Assistants 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.

Through CIT team participation, we had four parent representatives on our CIT team for the 2018-2019 school year (only one parent participated; parent attendance at CIT meetings was sporadic throughout the school year). Monthly newsletters were sent to parents in English, and Spanish. We had the majority of students represented by parents/guardians at Orientation, Open House, Parent Conferences, Summer Parent Night, and Parent Learning Days. Parents responded to attendance courtesy calls, absence note reminders, and home visits to reduce tardiness and increase student attendance. 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. Parents were encouraged/reminded to access Ready Rosie videos throughout the school year. The number of videos viewed across classes throughout the school year ranged from 288 to 0; with Bilingual classes having more views than Mainstream/ESL classes.

6 respondents, Panorama Non-Campus Staff survey data reflected the following as Favorable: Core Values 100% (96% PK Centers)

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, 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.
4. 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.
5. 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 PK4 classes in the area of Rapid Vocabulary with Bilingual classes outperforming (18 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 2018-2019 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 - 66% meet expectations in Rapid Letter Naming; 42% Number Naming

PK4 - 65% in Rapid Vocabulary and 85% 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 Pillars of Personalized Learning training with all staff at all staff meetings
- Team Leader Internships: one supports Teacher Assistants & one supports Teachers focused on individual needs: PBIS, academic instruction, planning, processes, adult relationships, student relationships, etc. 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 mskills is critical in ealry childhood. There were no office referrals for the 2018-2019 school year. We believe it is not developmentally appropriate to send young children 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 learning sessions were held for both Teachers and Teacher Assistants 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. These were general strategies (i.e. Tier I RtI) 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 area of need and their expertise when formal SSC meetings were held. System of Care and/or LSSP were included in SSC process when appropriate.

## **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

Teachers met in PLCs and 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 met in PLCs and planned and implemented math large group, small group and workstations. Teachers facilitated student engagement in interdisciplinary projects. Staff grew their collegiality and increased their collaboration as they presented highlights from their trainings during professional learning sessions. This also resulted in more professional and open communication between teachers and teacher assistants. All professional staff continue implementing the use of instructional technology throughout the daily routine using iTouch/iPad apps as a way to provide additional literacy and math skill practice. Student responsive software is used in Literacy (iStation) and Math (Dream Box) to provide additional skill practice for students. Staff used book making software to design readers for students to use at school and at home. 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. Feedback from all PLCs reflected all areas of the school's implementation at the Developing & Sustaining level based on the SBISD PLC Continuum Rubric. School Wide Survey Levels of Implementation reflected majority of teachers at the Emerging & Predominance of Strategy Initiative implementation in the target areas of: Balanced Literacy, Personalized Learning, and Share A Smile.

11 of 14 respondents, Panorama Teacher survey data reflected the following as Favorable:

- i. Core Values 98% (85% PK Centers)
- ii. Faculty Growth Mindset 91% (78% PK Centers)
- iii. Feedback and Coaching 90% (65% PK Centers)
- iv. Professional Learning 87% (81% PK Centers)
- v. Resources 41% (47% PK Centers)
- vi. School Climate 89% (85% PK Centers)
- vii. Staff-Leadership Relationships 100% (76% PK Centers)
- viii. Student Mindset 96% (87% PK Centers)
- ix. Teaching Efficacy 90% (89% PK Centers)

5 of 17 respondents, Panorama Staff survey data reflected the following as Favorable:

- i. Core Values 60% (72% PK Centers)
- ii. Feedback and Coaching 62% (58% PK Centers)
- iii. Professional Learning 52% (59% PK Centers)
- iv. Resources 55% (50% PK Centers)
- v. School Climate 76% (73% PK Centers)
- vi. Staff-Leadership Relationships 76% (67% PK Centers)

### **Perceptions 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 2018-2019 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 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

# Priority Problem Statements

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

**Root Cause 1:** Poverty

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Need to restructure systems to provide more time and support for students experiencing difficulty in achieving the outcomes.

**Root Cause 2:** PK3 Student Arrival/Dismissal Supervision demands on support staff

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** PK3 and PK4 teachers do not collaborate during PLC time

**Root Cause 3:** Schedule conflicts between half day classes and full day classes

**Problem Statement 3 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 4:** We need to continue to grow and enhance our three year old program

**Root Cause 4:** New Program

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** 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 5:** Time of CIT meetings

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** Support more teachers fully implementing elements of personalized learning

**Root Cause 6:** New Initiative

**Problem Statement 6 Areas:** School Context and Organization

**Problem Statement 7:** Technology not provided by the district is aging out.

**Root Cause 7:** Cost and campus budget

**Problem Statement 7 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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 2020, at least 85% of PK4 students will meet benchmark cut score on the Circle assessment for the following components reported to the State: Rapid Letter Naming, Writing, Math, Social Emotional Learning; and 65% of PK4 students will meet benchmark in the area of Rapid Vocabulary.


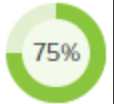




2018-19: Rapid Letter - 85%; Rapid Vocabulary - 60%; Writing 94%; SEL 94%; Math 86%

2017-18: Rapid Letter - 87%; Rapid Vocabulary - 54%; Writing 90%; SEL 98%; Math 84%

**Evaluation Data Source(s) 1:** EOY Circle Assessment Data

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|---------------|--|--|-------------------|-----|-----|
|   |               |  |  | Nov               | Jan | Mar |
| 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<br>Multi-Classroom<br>Teacher<br>Team Leaders | Teacher growth and development and opportunity to grow campus leadership that will result in greater support for teachers yielding greater student success                   |                   |     |     |
| 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<br>Multi-Classroom<br>Teacher<br>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 |                   |     |     |
| <b>Funding Sources:</b> 211 - Title I, Part A - 11159.00, 199 PIC 11 - Instructional Services - 4170.00, 199 PIC 30 - At Risk School Wide SCE - 800.00, 199 PIC 32 - Pre-Kindergarten - 1000.00 |               |  |  |                   |     |     |

| Strategy Description   | ELEMENTS   | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews   |   |   |
|--|--|---|--|---|---|---|
|  |  |   |  | Nov   | Jan   | Mar   |
| 3) Increase student opportunities for authentic problem based learning so that all students, (including English Language Learners, Economically Disadvantaged, Special Education, Homeless, At Risk), participate: in two project presentations and 3 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<br>Multi-Classroom Teacher<br>Team Leaders<br>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 |  |  |  |
|  | <b>Funding Sources:</b> 211 - Title I, Part A - 6100.00, 199 PIC 30 - At Risk School Wide SCE - 500.00 |   |  |   |   |   |
|  = Accomplished  = No Progress  = Discontinue  |  |   |  |   |   |   |

## 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 2020, at least 90% of students will meet expectations on the Social Emotional Learning portion of the Circle assessment.

2018-19: Social/Emotional - 94%


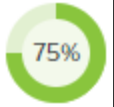




2017-18: Social/Emotional - 98%

**Evaluation Data Source(s) 1:** Social-Emotional Learning Circle EOY Checklist

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

| Strategy Description   | ELEMENTS  | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|---|---|---|-------------------|-----|-----|
|  |   |   |   | Nov               | Jan | Mar |
| 1) Provide a Counselor and Social Worker to conduct guidance lessons in classrooms and to work with families and students in crisis,(including English Language Learners, Economically Disadvantaged, Special Education, Homeless, At Risk). | 2.4, 2.5, 2.6, 3.1, 3.2   | Director<br>Counselor<br>CIS<br>Teachers<br>Parents                               | Provide interventions for students whose lives are in crisis that will help them connect with school and be ready to learn. |                   |     |     |
|  | <b>Funding Sources:</b> 211 - Title I, Part A - 75101.00  |   |   |                   |     |     |
| 2) Provide parent center and parenting program for our families to promote ongoing parent and family engagement  | 3.1, 3.2  | Director<br>Counselor<br>CIS<br>Teachers<br>Parent Partner & Newsletter Committee | When families are engaged in the school student success will increase.  |                   |     |     |
|  | <b>Funding Sources:</b> 211 - Title I, Part A - 1298.00   |   |   |                   |     |     |
| 3) Provide supplies for nurse to care for students, (including English Language Learners, Economically Disadvantaged, Special Education, Homeless, At Risk).   | 2.4, 2.5  | Director<br>Nurse   | Healthy students will be more successful  |                   |     |     |
|  | <b>Funding Sources:</b> 199 PIC 99 - Undistributed - 900.00   |   |   |                   |     |     |
| 4) Provide high functioning and efficient front office to support families and staff   | 2.4, 2.6, 3.1   | Director  | Meeting family and staff needs will enhance building climate and increase student performance                               |                   |     |     |
|  | <b>Funding Sources:</b> 199 PIC 99 - Undistributed - 4760.00, 199 PIC 30 - At Risk School Wide SCE - 200.00, 199 PIC 32 - Pre-Kindergarten - 500.00 |   |   |                   |     |     |



| Strategy Description  | ELEMENTS   | Monitor  | Strategy's Expected Result/Impact                                   | Formative Reviews   |   |   |
|---|--|----------|---|---|---|---|
|   |  |          |   | Nov   | Jan   | Mar   |
| 5) Provide transition visits for our prekindergarten students to visit their future elementary campuses   | 2.6  | Director | Enhance a positive transition from PK School to Elementary campuses |  |  |  |
|   | <b>Funding Sources:</b> 211 - Title I, Part A - 500.00 |          |   |   |   |   |
|  = Accomplished  = No Progress  = Discontinue |  |          |   |   |   |   |

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

**Performance Objective 1:** By June 2020, at least 85% of PK4 students will meet benchmark cut score on the Circle assessment for the following components reported to the State: Rapid Letter Naming, Writing, Math, Social Emotional Learning; and 65% of PK4 students will meet benchmark in the area of Rapid Vocabulary.

2018-19: Rapid Letter - 85%; Rapid Vocabulary - 60%; Writing 94%; SEL 94%; Math 86%

2017-18: Rapid Letter - 87%; Rapid Vocabulary - 54%; Writing 90%; SEL 98%; Math 84%

**Evaluation Data Source(s) 1:** EOY Circle Assessment Data

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

| Strategy Description   | ELEMENTS  | Monitor   | Strategy's Expected Result/Impact                                | Formative Reviews |     |     |
|--|---|---|--|-------------------|-----|-----|
|  |   |   |  | Nov               | Jan | Mar |
| 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<br>Counselor<br>Team Leaders<br>Teachers<br>Teacher Assistants | Better trained teachers will lead to higher performing students. |                   |     |     |
|  | <b>Funding Sources:</b> 211 - Title I, Part A - 8042.00, 199 PIC 11 - Instructional Services - 7500.00, 199 PIC 23 - Special Education - 845.00 |   |  |                   |     |     |
| 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 |                   |     |     |
|  | <b>Funding Sources:</b> 211 - Title I, Part A - 1000.00, 199 PIC 99 - Undistributed - 500.00  |   |  |                   |     |     |
| = Accomplished                = No Progress                = Discontinue   |   |   |  |                   |     |     |

## 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 2020, PK4 will decrease existing achievement gap by at least 5 percentage points between EL/non-EL students in Circle while all performance improves.

2018-19: EL 80%; non-EL 70%

2017-18: EL 73%; non-EL 71%

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

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective


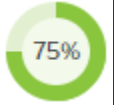


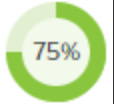





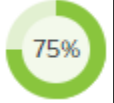

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|---|---------------|---|---|---|---|---|
|   |               |   |   | Nov   | Jan   | Mar   |
| 1) Offer technology tools to enable teachers to personalize student instruction.  | 2.4, 2.5, 2.6 | Director<br>Multi Classroom Leader<br>Team Leaders<br>Campus<br>Technology<br>Representative<br>Technology<br>Committee | Increase student performance by offering rigorous personalized opportunities in reading and technology tools. |  |  |  |
| <b>Funding Sources:</b> 211 - Title I, Part A - 17800.00, 199 PIC 30 - At Risk School Wide SCE - 300.00   |               |   |   |   |   |   |
|  = Accomplished  = No Progress  = Discontinue |               |   |   |   |   |   |








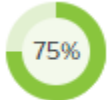

## Goal 5: To remain in compliance with Federal and State law.










**Performance Objective 1:** Meet all compliance timelines and reporting requirements.


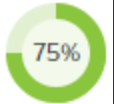

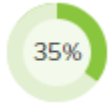
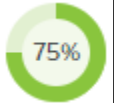







**Evaluation Data Source(s) 1:** All strategies will be implemented.










**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact                       | Formative Reviews   |   |   |
|--|---------------|---|---|---|---|---|
|  |               |   |   | Nov   | Jan   | Mar   |
| 1) Conduct annual program evaluation (CATE, SCE G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision (One Way Dual Language).  | 2.4, 2.5, 2.6 | Counselor<br>Director   | growth in English Language acquisition                  |    |    |    |
| 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.  | 2.4, 2.5, 2.6 | Director<br>Multi-Classroom<br>Teacher<br>Leadership Team<br>Teachers | growth in reading proficiency                           |    |    |    |
| 3) 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. | 2.4, 2.5, 2.6 | Director<br>Staff   | growth of teachers/leaders supports student growth      |    |    |    |
| 4) 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.   | 3.1, 3.2      | Counselor<br>CIS<br>Teachers<br>Director                              | increased parent engagement will support student growth |  |  |  |










| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews   |   |   |
|---|---------------|--|--|---|---|---|
|   |               |  |  | Nov   | Jan   | Mar   |
| 5) 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. | 2.4, 2.6      | Director<br>Counselor<br>CIS<br>Teachers<br>Teacher Assistants         | developing student social emotional skills will support student growth                                       |  |  |  |
| 6) 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.                           | 2.4, 2.5, 2.6 | PPCD Teachers<br>SLP<br>LSSP<br>Diagnostician<br>Counselor<br>Director | inclusive programming and services supports student growth   |  |  |  |
| 7) 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.  | 2.4, 2.5, 2.6 | LSSP<br>Diagnostician<br>SLP<br>Counselor<br>Director                  | adherence to timelines and compliance requirements promotes efficiency and effectiveness of student services |  |  |  |

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews  |  |  |
|---|---------------|---|---|--|--|--|
|   |               |   |   | Nov  | Jan  | Mar  |
| 8) 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. | 2.4, 2.5, 2.6 | Director<br>Multi-Classroom Teacher<br>Leadership Team<br>Counselor<br>Social Emotional Learning Cadre<br>Staff | growth of teachers supports student growth                                      |   |   |   |
| 9) 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.  | 2.4, 2.5, 2.6 | Director<br>Counselor<br>Multi-Classroom Teacher<br>Leadership Team<br>Staff                                    | providing supplemental services supports student growth                         |   |   |   |
| 10) 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.   | 3.1, 3.2      | Director<br>Counselor<br>Parent Partner & Newsletter Committee<br>Share A Smile Cadre                           | fully engaging parents/volunteers in focused activities supports student growth |  |  |  |

| Strategy Description  | ELEMENTS           | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|---|--------------------|--|---|---|---|---|
|   |                    |  |   | Nov   | Jan   | Mar   |
| 11) 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. | 2.4, 2.5, 2.6, 3.2 | Director<br>Multi-Classroom Teacher<br>Leadership Team<br>Counselor<br>SLP<br>Diagnostician<br>LSSP<br>Staff | increasing staff knowledge and skills supports student growth                                     |    |    |    |
| 12) 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.  | 2.4, 2.5, 2.6      | Director<br>Multi-Classroom Teacher<br>Leadership Team<br>Technology Committee                               |   |    |    |    |
| 13) 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.   | 2.4, 2.5, 2.6      | Director<br>Counselor<br>Mentor<br>Team Leaders<br>Assigned Teaching Partner                                 | supporting new teacher growth supports student growth   |    |    |    |
| 14) 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.   | 2.4, 2.5, 2.6      | Director<br>Counselor<br>Leadership Team<br>Campus<br>Technology Representative<br>Staff                     | recruiting and retaining highly-qualified staff in a collaborative manner supports student growth |  |  |  |

| Strategy Description   | ELEMENTS                | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|--|-------------------------|--|---|---|---|---|
|  |                         |  |   | Nov   | Jan   | Mar   |
| 15) 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.   | 2.4, 2.5, 2.6, 3.1, 3.2 | Director<br>Counselor<br>CIT<br>Multi-Classroom<br>Teacher<br>Leadership Team<br>Parent Partner &<br>Newsletter<br>Committee<br>Technology<br>Committee<br>Staff | parents and school working in concert supports student growth   |  |  |  |
| 16) 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. | 2.6, 3.2                | Director<br>Counselor<br>PK and K Teachers<br>Parent Partner &<br>Newsletter<br>Committee  | Providing a developmentally appropriate and parent engaged transition to Kindergarten supports student growth |  |  |  |
| 17) COORDINATED SCHOOL HEALTH (CSH) and CIP -<br>1. appropriate labeling, stowing, and usage of cleaning solution;<br>2. appropriate labeling, stowing, and distribution of hand sanitizer;<br>3. implementation of required monthly safety drills;<br>4. Classroom guidance lessons focused on topics from Texas PK Developmental Guidance Plan;<br>5. Staff implementation of Social Emotional strategies, Project Class, and Positive Behavioral Supports.  | 2.4, 2.5, 2.6           | Director<br>Nurse<br>Counselor<br>CIS<br>Crisis Response<br>Safety Team<br>Staff   | providing a safe learning environment and increasing social emotional skills supports student growth          |  |  |  |



| Strategy Description  | ELEMENTS           | Monitor                                      | Strategy's Expected Result/Impact                      | Formative Reviews   |   |   |
|---|--------------------|--|--|---|---|---|
|   |                    |  |  | Nov   | Jan   | Mar   |
| 18) 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. | 2.4, 2.5, 2.6, 3.1 | Director<br>Counselor<br>CIT<br>CIS<br>Staff | increasing parental engagement supports student growth |  |  |  |
| 19) 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.  | 2.4, 3.1, 3.2      | Director<br>Counselor<br>CIS Staff           | increasing parental engagement supports student growth |  |  |  |
|  = Accomplished  = No Progress  = Discontinue   |                    |  |  |   |   |   |

# Campus Improvement Team

| <b>Committee Role</b>       | <b>Name</b>     | <b>Position</b>         |
|-----------------------------|-----------------|-------------------------|
| Administrator               | Kimberly Hammer | Director                |
| Non-classroom Professional  | Hayde Maldonado | Counselor               |
| Classroom Teacher           | Shannon Doyle   | Teacher                 |
| Business Representative     | Victor Lucio    | Business Representative |
| Classroom Teacher           | Emily Swope     | Teacher                 |
| District-level Professional | Susan Coscio    | PK Coach                |
| Parent                      | Karla Valle     | Parent                  |
| Parent                      | Allison Nieto   | Parent                  |
| Parent                      | Rosa Garcia     | Parent Alternate        |
| Parent                      | Antonia Molina  | Parent Alternate        |

# Campus Funding Summary

| <b>199 PIC 11 - Instructional Services</b>  |           |          |   |                              |             |
|---|-----------|----------|---|------------------------------|-------------|
| 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 | \$4,170.00  |
| 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  |
| <b>Sub-Total</b>                            |           |          |   |                              | \$11,670.00 |
| <b>Budgeted Fund Source Amount</b>          |           |          |   |                              | \$11,670.00 |
| <b>+/- Difference</b>                       |           |          |   |                              | <b>\$0</b>  |
| <b>199 PIC 23 - Special Education</b>       |           |          |   |                              |             |
| Goal  | Objective | Strategy | Resources Needed  | Account Code                 | Amount      |
| 3   | 1         | 1        | Substitutes Special Education Teacher Assistants                | 199.11.6122.000.131.23.0.131 | \$845.00    |
| <b>Sub-Total</b>                            |           |          |   |                              | \$845.00    |
| <b>Budgeted Fund Source Amount</b>          |           |          |   |                              | \$845.00    |
| <b>+/- Difference</b>                       |           |          |   |                              | <b>\$0</b>  |
| <b>199 PIC 30 - At Risk School Wide SCE</b> |           |          |   |                              |             |
| 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 | \$800.00    |
| 1   | 1         | 3        | transportation cost for field experiences aligned with projects | 199.11.6494.000.131.30.0.131 | \$500.00    |
| 2   | 1         | 4        | Miscellaneous Operating Expense                                 | 199.11.6499.000.131.30.0.131 | \$200.00    |
| 4   | 1         | 1        | technology tools  | 199.11.6398.000.131.30.0.131 | \$300.00    |
| <b>Sub-Total</b>                            |           |          |   |                              | \$1,800.00  |
| <b>Budgeted Fund Source Amount</b>          |           |          |   |                              | \$1,800.00  |
| <b>+/- Difference</b>                       |           |          |   |                              | <b>\$0</b>  |

| <b>199 PIC 32 - Pre-Kindergarten</b> |                  |                 |   |                                    |               |
|--------------------------------------|------------------|-----------------|---|------------------------------------|---------------|
| <b>Goal</b>                          | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b>                | <b>Amount</b> |
| 1                                    | 1                | 2               | reading and math materials and manipulatives                        | 199.11.6399.000.131.32.0.131       | \$1,000.00    |
| 2                                    | 1                | 4               | Overtime  | 199.51.6121.000.131.32.0.131       | \$500.00      |
| <b>Sub-Total</b>                     |                  |                 |   |                                    | \$1,500.00    |
| <b>Budgeted Fund Source Amount</b>   |                  |                 |   |                                    | \$1,500.00    |
| <b>+/- Difference</b>                |                  |                 |   |                                    | <b>\$0</b>    |
| <b>199 PIC 99 - Undistributed</b>    |                  |                 |   |                                    |               |
| <b>Goal</b>                          | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b>                | <b>Amount</b> |
| 2                                    | 1                | 3               | Clinic supplies   | 199.33.6399.000.131.99.0.131       | \$900.00      |
| 2                                    | 1                | 4               | Office Supplies   | 199.23.6399.000.131.99.0.131       | \$1,700.00    |
| 2                                    | 1                | 4               | Miscellaneous Contract Services                                     | 199.51.6299.000.131.99.0.131       | \$800.00      |
| 2                                    | 1                | 4               | Substitutes - Support Staff/Office Staff                            | 199.23.6122.000.131.99.0.131       | \$2,260.00    |
| 3                                    | 1                | 2               | Region IV Services  | 199.23.6239.000.131.99.0.131       | \$500.00      |
| <b>Sub-Total</b>                     |                  |                 |   |                                    | \$6,160.00    |
| <b>Budgeted Fund Source Amount</b>   |                  |                 |   |                                    | \$6,160.00    |
| <b>+/- Difference</b>                |                  |                 |   |                                    | <b>\$0</b>    |
| <b>211 - Title I, Part A</b>         |                  |                 |   |                                    |               |
| <b>Goal</b>                          | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b>                | <b>Amount</b> |
| 1                                    | 1                | 2               | reading materials and books   | 211.11.6329.000.131.34.0.000.FBG20 | \$4,560.00    |
| 1                                    | 1                | 2               | reading and math materials and manipulatives                        | 211.11.6399.000.131.34.0.000.FBG20 | \$6,599.00    |
| 1                                    | 1                | 3               | materials/manipulatives and field experiences aligned with projects | 211.11.6399.000.131.34.0.000.FBG20 | \$5,600.00    |
| 1                                    | 1                | 3               | transportation cost for field experiences aligned with projects     | 211.11.6494.000.131.34.0.000.FBG20 | \$500.00      |
| 2                                    | 1                | 1               | Counselor   | 211.31.6119.000.131.34.0.000.FBG20 | \$63,475.00   |
| 2                                    | 1                | 1               | Counselor   | 211.31.6141.000.131.34.0.000.FBG20 | \$920.00      |
| 2                                    | 1                | 1               | Counselor   | 211.31.6142.000.131.34.0.000.FBG20 | \$3,762.00    |
| 2                                    | 1                | 1               | Counselor   | 211.31.6143.000.131.34.0.000.FBG20 | \$406.00      |

| 211 - Title I, Part A              |           |          |  |                                    |                     |
|------------------------------------|-----------|----------|--|------------------------------------|---------------------|
| Goal                               | Objective | Strategy | Resources Needed   | Account Code                       | Amount              |
| 2                                  | 1         | 1        | Counselor  | 211.31.6144.000.131.34.0.000.FBG20 | \$6,538.00          |
| 2                                  | 1         | 2        | Supplies Materials - Parents   | 211.61.6399.000.131.34.0.000.FBG20 | \$1,298.00          |
| 2                                  | 1         | 5        | transportation   | 211.11.6494.000.131.34.0.000.FBG20 | \$500.00            |
| 3                                  | 1         | 1        | professional learning experiences                                      | 211.13.6411.000.131.34.0.000.FBG20 | \$2,000.00          |
| 3                                  | 1         | 1        | Region IV professional learning experiences                            | 211.13.6239.000.131.34.0.000.FBG20 | \$4,000.00          |
| 3                                  | 1         | 1        | Substitutes for Teacher professional learning experiences              | 211.13.6112.000.131.34.0.000.FBG20 | \$2,000.00          |
| 3                                  | 1         | 1        | Medicare Substitutes for Teacher professional learning experiences     | 211.13.6141.000.131.34.0.000.FBG20 | \$29.00             |
| 3                                  | 1         | 1        | Workers Comp Substitutes for Teacher professional learning experiences | 211.13.6143.000.131.34.0.000.FBG20 | \$13.00             |
| 3                                  | 1         | 2        | professional learning  | 211.23.6411.000.131.34.0.000.FBG20 | \$500.00            |
| 3                                  | 1         | 2        | Region IV professional learning  | 211.23.6239.000.131.34.0.000.FBG20 | \$500.00            |
| 4                                  | 1         | 1        | technology tools   | 211.11.6398.000.131.34.0.000.FBG20 | \$17,800.00         |
| <b>Sub-Total</b>                   |           |          |  |                                    | \$121,000.00        |
| <b>Budgeted Fund Source Amount</b> |           |          |  |                                    | \$121,000.00        |
| <b>+/- Difference</b>              |           |          |  |                                    | <b>\$0</b>          |
| <b>Grand Total</b>                 |           |          |  |                                    | <b>\$142,975.00</b> |