

Lockhart Independent School District
Bluebonnet Elementary
2020-2021 Campus Improvement Plan

Mission Statement

Bluebonnet Elementary is committed to ensure that all students have the foundation to become successful lifelong achievers through developmentally appropriate learning practices.

Vision

Through collaboration and continuous learning, Bluebonnet Elementary School will be a place of excellence where all students are engaged in high quality instruction. A partnership with parents and the community will encourage children to achieve their full potential and become responsible citizens who are lifelong learners.

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Comprehensive Needs Assessment

Needs Assessment Overview

Bluebonnet Leadership team met on June 3, 2020 to discuss and identify areas of improvement as stated in the Effective Schools Framework. Our identified areas of focus are as follows:

Essential Action 5.3: Data-driven instruction

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments

Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations

We recognized last year that we needed to develop stronger data driven practices on our campus. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.

We've realized that while we have a lesson plan template in place (fund 5) , we haven't provided teachers enough structures and supports to ensure that they are planning effectively. Considering that strong lesson planning is a critical component of data driven instruction, we need to develop stronger systems for instructional feedback on lessons and planning.

Our campus does a great job at setting high expectations and talking about campus goals which are aligned to district goals of 1.5. We are not as effective with our campus vision for our staff and students. We need to do a better job of making that a focus of what drives us each day.

Demographics

Demographics Summary

Bluebonnet Elementary School is a 13year old Title I campus in Lockhart ISD. We have seen an enrollment increase over the last four years. We currently serve 546 students. We enroll kindergarten through fifth grade students. We work effectively to meet the needs of our diverse student population including low socioeconomic, at-risk, special education and EL students. Student enrollment information comes from current information beginning, August 2019.

Hispanic population= 77%

White population= 18%

African American population= 2%

ELL population= 18%

Special Education= 9%

Low SES= 70%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Student Learning

Student Learning Summary

Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data. Overall grades for schools are calculated based on performance in three key areas, or domains. We take the higher score between how much students know and can do (Student Achievement) or how much better students are doing than last year or than peers in similar schools (School Progress). We then consider whether performance gaps exist among different groups of students (Closing the Gaps).

Student achievement score= 58

School progress score= 72

Closing the gaps score= 66

This design reflects a commitment to recognizing high student achievement and the impact of highly effective educators while maintaining focus on the students most in need. Ratings options for the overall score out of 100 are:

Met Standard: 60–100
Improvement Required: 0–59

These scores result in Bluebonnet Elementary receiving a 2019 Texas Accountability A-F Rating of a D, with a score of 59 out of 100. Bluebonnet is identified as a Targeted Support Campus.

On the 2019 STAAR, the following scores for all grades show the percentages of achievement at each level:

Math

3rd grade- 63% approaches

4th grade- 60% approaches

5th grade- 71% approaches

Reading

3rd grade- 59% approaches

4th grade- 59% approaches

5th grade- 70% approaches

Writing (4th grade)

43% approaches

Science (5th grade)

Student Learning Strengths

Bluebonnet has a population of hard working, eager to learn students. This is evident in classrooms and through observations of student engagement. The campus is proud of many different student achievement strengths, including:

STAAR Performance Domain 2- Student Progress achieved at 72% The campus exceeded a 20% goal increase of 1.5 year of growth in Reading. 2017 reading at 37%, 2018 reading was 56%. 2019 reading was 60%. Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Problem Statement 2 (Prioritized): Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 3 (Prioritized): Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 4: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

School Processes & Programs

School Processes & Programs Summary

The Curriculum and Instruction focus at Bluebonnet Elementary is guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provides a framework to guide classroom instruction that focuses on critical thinking, problem solving, communication, and collaboration to ensure students are mastering the required grade level skills. Teachers collaborate during weekly team meetings and PLC's to collaborate and to discuss how they will teach key components, what are the expectations for student learning objectives, and daily lesson framework objectives written as "We will" and "I will" statements which is reflected in Fundamental 5 instructional foundations.

Bluebonnet Elementary is committed to support the whole child by providing social/emotional curriculum to increase student academic achievement and self confidence. Our new 7 Mindsets curriculum which addresses the social emotional needs is provided every Monday morning and allows students to reflect and write critically ultimately building positive, life long learners. Kindergarten through 5th grade will use Istation for reading to support individualized learning and to provide data to impact small group instruction and help plan for intervention times for all grade levels.

District checkpoints will be given every 3 weeks and will be able to provide the teachers and campus data to track student growth. Monitoring conferences will be held every 6 weeks with administration and RTI lead teacher to measure growth for each student.

The culture and climate of Bluebonnet Elementary is one where teachers feel trust, confidence and feel supported by their teams and administration.

School Processes & Programs Strengths

Bluebonnet Elementary strengths:

1. Teachers focused on using guided math stations for math instruction which resulted in an increase of overall math achievement.
2. Progress Monitoring Conferences encouraged collaboration between administration and teacher to guide how to use the data to drive lesson planning.
3. The master schedule and calendar maximized the amount of time spent on instruction.
4. Administering/Monitoring Istation for all students K-5 for Reading.
5. Administering/Monitoring Dreambox for all students K-5 for Math.
6. Schedules/Routines are well organized for bus, duty, events, and clubs/organizations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More students at Bluebonnet Elementary with high social/emotional needs identified.

Problem Statement 2: All classrooms at Bluebonnet Elementary are self contained.

Problem Statement 3 (Prioritized): Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. **Root Cause:** The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Problem Statement 4 (Prioritized): Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 5 (Prioritized): Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

Problem Statement 6 (Prioritized): Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 7: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

Perceptions

Perceptions Summary

The Bluebonnet Staff has worked diligently throughout the summer to provide a smooth beginning of the year for our new students as well as our returning students. We strive to build positive relationships with the students and parents of our students. Bluebonnet has worked very hard to create a learning environment that includes family, students, and community members. Many daytime and evening activities are offered throughout the year. There has been an increased effort to ensure parent communication through updating the website, principal smores newsletter weekly through Remind, Skyalert, and tweeting important events on our Bluebonnet Twitter page. We make every effort to communicate in both languages. Our registered Texas PTA supports events at school and after school.

Bluebonnet has implemented two new committees, IMPACT (implementing mindsets, pushing academics, celebrating talents) committee, and BBB (Better Bluebonnet Bureau) committee, to meet monthly on Positive Behavior Interventions and Support (PBIS) tracking data based on behavior, school wide expectations, ways to be a positive influence at school, and in the community. This helps each student learn in an environment that is physically and emotionally safe for students and adults.

Perceptions Strengths

Bluebonnet Strengths include:

- Increased parent communication in both English and Spanish through weekly smores and dojo with teachers.
- A variety of family events including Veteran's Day Celebration, Math and Science Nights, Science Fair, two literacy nights, Dia de los Muertos, Fall Festival, Parent Involvement Day events, and End of Year Award's Ceremony.
- 4th and 5th grade Choir represents our school by participating in Dickens on the Square and earning a superior rating 1 in their first ever Pride of Texas Music Festival
- NEHS and Student Council support monthly community service projects
- Administrator hosts coffee events and welcomes parent input and questions
- Recognition every morning with student pledge leaders and birthday announcements. Shout outs for 7 mindsets weekly.
- Bully intervention lesson conducted with counselor.
- Red Ribbon week participation
- Brag tags for each student to wear on Fridays
- 7 mindsets bracelets as goals are reached
- Principal Pride award at the end of the year

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff. **Root Cause:** Classroom expectations not revisited throughout the year and were not similar in grade levels.

Problem Statement 2: Little opportunities for team planning and PLC time during the day. **Root Cause:** PLC times were only used as a professional development time and not

clear on objectives and norms not set.

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Problem Statement 4 (Prioritized): Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

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Problem Statement 7: Provide opportunities for teachers to observe other teachers lessons and classroom transitions **Root Cause:** No coverage/rotation, and lack of substitute availability.

Priority Problem Statements

Problem Statement 1: Campus needs unified classroom expectations that promote high academic and behavioral support for student and staff.

Root Cause 1: Classroom expectations not revisited throughout the year and were not similar in grade levels.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math.

Root Cause 2: The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading.

Root Cause 3: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Problem Statement 3 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff.

Root Cause 4: No consistent meeting times and schedule for the committee to plan and organize.

Problem Statement 4 Areas: Student Achievement - School Culture and Climate - Parent and Community Engagement - School Processes & Programs - Perceptions

Problem Statement 5: Little opportunities for team planning and PLC time during the day.

Root Cause 5: PLC times were used only for professional development time and not clear on objectives and norms not set.

Problem Statement 5 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data



- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

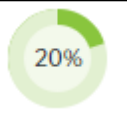
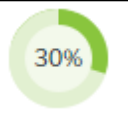
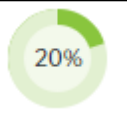
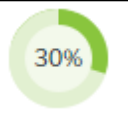
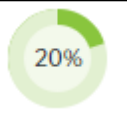
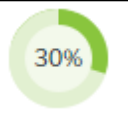
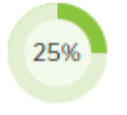

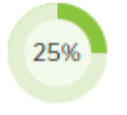

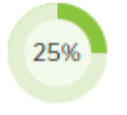

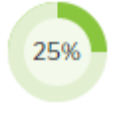
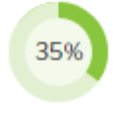
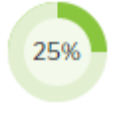
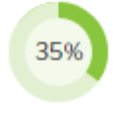
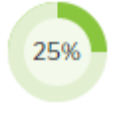
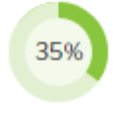
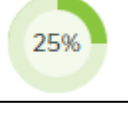
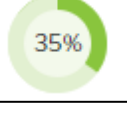
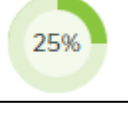
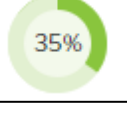
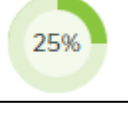
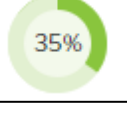
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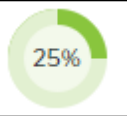
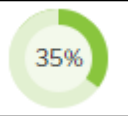
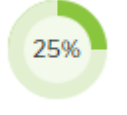
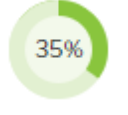




Goal 1: Every student (Grades K-5) will make 1.5 years progress in reading in 2020-2021.

Performance Objective 1: During the 2020-2021 school year, 75% of students in grades K-5 will make 1.5 years growth in Reading.

Evaluation Data Sources: Istation Student Summary Reports
 Skill growth Report
 AR
 Checkpoint Assessments
 STAAR
 running records
 Guided reading anecdotal notes
 Guided Reading running records
 Amplify

| <p>Strategy 1: Students will be identified using data from Istation and checkpoints into Tier 1, 2, 3 groups for intervention/enrichment/ tutoring time daily.</p> <p>Strategy's Expected Result/Impact: All teachers and RTI interventionist will plan for intervention time with students based on Tier level and ISIP data lesson cycles. 70% of students will have met individual growth goals.</p> <p>Staff Responsible for Monitoring: Lead- RTI/intervention lead teacher, Jessica Cruz, and Interventionist, Sarah Bobb</p> <p>Teachers (All) Principal, Belinda Vasquez Assistant Principal, Monica Saldivar</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Reviews | | | |
|---|--|--|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  20% |  20% | | |

| <p>Strategy 2: All teachers will use guided reading or daily tutoring time as the main focus (85%) of their ELAR instructional time.</p> <p>Strategy's Expected Result/Impact: Administration and ELAR district instructional Coaches will monitor guided reading implementation and observations.</p> <p>Administration will conduct a minimum of 25 Power-walks during ELAR instruction times per week to monitor usage, (3-5 times a week).</p> <p>75% of students will make progress towards their individual student goals per month on Istation.</p> <p>Staff Responsible for Monitoring: Will be monitored by principal and assistant principal during walk throughs.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: literacy books for Parents - 211 - Title I-A</p> | <table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | Reviews | | | | Formative | | | Summative | Nov | Jan | Mar | June |  |  | | |
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|  |  | | | | | | | | | | | | | | | | | | | |
| <p>Strategy 3: Teachers will participate in Professional Learning Communities (PLC) weekly for planning and discussing campus deficit of TEK reading standards as identified by each grade level. They will collaborate on ways to improve instructional approaches and student achievement.</p> <p>Strategy's Expected Result/Impact: Administration will monitor weekly by being in attendance for each PLC and will see intentional focus strategies following PLC's through daily walk throughs that are scheduled by teacher.</p> <p>Staff Responsible for Monitoring: Teacher Lead/facilitator for each PLC, team will include all teachers and administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I-A</p> | <table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | Reviews | | | | Formative | | | Summative | Nov | Jan | Mar | June |  |  | | |
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| <p>Strategy 4: Bluebonnet will continue to use the instructional framework Fundamental Five that will set the expectation for core instructional practices in all classrooms. In addition, teachers will also be asked to practice an instructional high yield strategy to use each month to increase rigor and relevance .</p> <p>Strategy's Expected Result/Impact: The quality of tier one instruction in ELAR content will improve and lead to more students making academic progress. Further, Power-Walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically. With an increase in Rigor and Relevance data which will be discussed and reviewed in power walks coaching cycles with each teacher every 6 weeks.</p> <p>Staff Responsible for Monitoring: Administration and all team leads will monitor daily using power walks.</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | <table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | Reviews | | | | Formative | | | Summative | Nov | Jan | Mar | June |  |  | | |
| Reviews | | | | | | | | | | | | | | | | | | | | |
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| Nov | Jan | Mar | June | | | | | | | | | | | | | | | | | |
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| <p>Strategy 5: Bluebonnet teachers will have a classroom data wall to track class progress and student progress in reading.</p> <p>Strategy's Expected Result/Impact: The use of data walls will help teachers and students track their data and use a visual to celebrate 70% growth of students.</p> <p>Staff Responsible for Monitoring: All teachers will monitor their data walls.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Comprehensive Support Strategy</p> <p>Funding Sources: 7 Mindsets Data and Parent resources - 211 - Title I-A</p> | <table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | Reviews | | | | Formative | | | Summative | Nov | Jan | Mar | June |  |  | | |
| Reviews | | | | | | | | | | | | | | | | | | | | |
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| <p>Strategy 6: Special education teachers and support teacher will engage and participate in PLC's with classroom teachers weekly to help develop instructional approaches that support classroom instruction and align with campus need TEKS</p> <p>Strategy's Expected Result/Impact: Administration will review lesson plans every Tuesday and provide feedback to ensure alignment with TEKS RS, IEP goals, and daily intentional content instruction in the classroom. Resulting in 70% of special education students will make progress towards their individual student reading goal.</p> <p>Staff Responsible for Monitoring: Terry Armstrong- Lead Special education teacher.</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 7: Teachers will participate in "data digging" days for teachers twice a month to monitor data driven instruction as identified by Effective schools framework.</p> <p>Strategy's Expected Result/Impact: Monitoring data twice a month will allow teachers to ensure 70% student growth is happening in reading.</p> <p>Staff Responsible for Monitoring: Lead to monitor- Principal, Belinda Vasquez, Interventionist, Sarah Bobb, RTI teacher, Jessica Cruz.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1, 3 - Student Learning 2 - School Culture and Climate 1 - School Processes & Programs 4, 5 - Staff Quality, Recruitment, and Retention 2 - Perceptions 4, 5 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1, 2 - Technology 1</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| |
|---|
| Student Learning |
| <p>Problem Statement 2: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. Root Cause: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.</p> |
| School Processes & Programs |
| <p>Problem Statement 4: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. Root Cause: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.</p> <p>Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. Root Cause: No consistent meeting times and schedule for the committee to plan and organize.</p> |
| Perceptions |
| <p>Problem Statement 4: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. Root Cause: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.</p> |

Perceptions






Problem Statement 5: Campus needs campus wide expectations and committees that promote high academic and behavioral support for student and staff. **Root Cause:** No consistent meeting times and schedule for the committee to plan and organize.

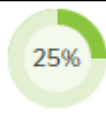





Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2020-2021.

Performance Objective 1: During the 2020-2021 school year, 70% of students in grades K-5 will make 1.5 years of progress in Math.

Targeted or ESF High Priority

Evaluation Data Sources: dreambox support system
 Reflex Math fluency reports
 checkpoint assessments
 Renaissance Math

| <p>Strategy 1: Students will be identified through Math data into Tier 1, 2, 3 groups for intervention/enrichment and tutoring time daily to better meet their individual learning needs.</p> <p>Strategy's Expected Result/Impact: Teachers and instructional leaders will review weekly growth of dreambox and reflex fluency reports to ensure students are completing lessons and improving in automaticity.</p> <p>Teachers will meet with small groups/ during guided math instruction to track growth progress of each student.</p> <p>Staff Responsible for Monitoring: All classroom teachers will monitor.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> | Reviews | | | |
|---|--|--|---|-----------|
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| | Nov | Jan | Mar | June |
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| <p>Strategy 2: Teachers will provide small group math instruction with use of manipulatives to all students on a weekly basis (5 times a week).</p> <p>Strategy's Expected Result/Impact: Administration monitor lesson plans. Administration will conduct a minimum of 25 walk throughs per week per admin. and Power Walks data will show and increase of 15% in high yield strategies, instructional rigor and relevance during small group math time.</p> <p>Staff Responsible for Monitoring: Administration/ teacher leads during power walks.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 1, 2 - Student Learning 1, 2 - School Processes & Programs 3, 4 - Staff Quality, Recruitment, and Retention 2 - Perceptions 3, 4 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 2, 3 - Technology 1, 2</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 3: Teachers will data plan weekly on ways to improve instructional approaches, and student achievement using the data to drive the instruction as stated in Bluebonnet's Effective Schools Framework</p> <p>Strategy's Expected Result/Impact: Administration will monitor weekly for the quality of lesson plans and accountability for use of TEKS RS.</p> <p>Administrator will facilitate each PLC on Thursdays for each grade level. All campus norms set by teachers will be respected in followed.</p> <p>To build a team of collaborative ideas and use peers as a tool for professional development to help increase student achievement to reach 70% of growth in Math.</p> <p>Staff Responsible for Monitoring: Teachers/PLC facilitator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <p>Strategy 4: Bluebonnet will continue to use the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms using Power-Walks. Teachers will also have a monthly instructional focus using high yield approaches to increase rigor and relevance for student achievement.</p> <p>Strategy's Expected Result/Impact: The quality of tier one instruction will improve and lead to more students making academic progress. Further, Power-walks data will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.</p> <p>This data will be monitored and discussed with each teacher during their coaching cycle each 6 weeks.</p> <p>Staff Responsible for Monitoring: All teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 5: Bluebonnet teachers will have a classroom data wall to track class progress and student progress in all academic content areas.</p> <p>Strategy's Expected Result/Impact: The use of data walls will help teachers and students track their data and use a visual to celebrate 75% growth of all students.</p> <p>Dreambox data for K-1 Ren Learn Math data for 2-5th also to include Reflex Math fluency data.</p> <p>Staff Responsible for Monitoring: All classroom Teachers will monitor their data walls.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: 7 Mindsets SEL curriculum with parent resources - 211 - Title I-A</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 6: Special education teachers will participate in PLC with classroom teachers weekly to develop math lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals. Special education teachers will also have their own PLC's weekly.</p> <p>Strategy's Expected Result/Impact: Administration will monitor lesson plans each week to ensure alignment with TEKS RS, IEP goals, and instruction in the classroom. Resulting in 75% of special education students will make progress towards their individual student math growth.</p> <p>Staff Responsible for Monitoring: Terry Armstrong- Lead Special education teacher.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Reviews | | | |
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Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs</p> |
| Student Learning |
| <p>Problem Statement 1: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs</p> <p>Problem Statement 2: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. Root Cause: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.</p> |
| School Processes & Programs |
| <p>Problem Statement 3: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs</p> <p>Problem Statement 4: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. Root Cause: Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.</p> |
| Perceptions |
| <p>Problem Statement 3: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, our bilingual students had a decline in scale scores in grades 3rd-5th grade in both reading and math. Root Cause: The bilingual population is growing rapidly. Our focus is to coach and retain teachers with bilingual/ESL certification and an understanding of the instructional strategies for ELLs</p> |











Perceptions

Problem Statement 4: Due to the cancellation of STAAR and lack of current STAAR data from 2019-2020, we will continue to address the problems identified in our 2018-2019 STAAR data, showed a decrease in Reading and Math scores, but an increase in cohort data in reading. **Root Cause:** Our teachers and instructional staff need more professional development and instructional coaching in quality tier 1 instruction for all students.

Goal 3: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

Performance Objective 1: Reduce the number of students who have 3 or more referrals by 10%.








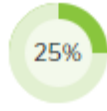
Evaluation Data Sources: peer observations
 admin observations
 classroom walk throughs
 PBIS data
 Positive Referrals

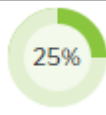





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| <p>Strategy 1: Social Emotional Learning supports and lessons will be implemented once a week using 7 mindsets and trauma based relational interventions for all students.</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 2: Bluebonnet teachers will have a classroom data wall to track class progress and individual student progress in social emotional learning and self awareness.</p> <p>Strategy's Expected Result/Impact: The use of data walls will help teachers and students track their data. Celebrations and conferences will be held each week to help celebrate all students.</p> <p>Staff Responsible for Monitoring: teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 3: SEL curriculum, 7 Mindsets, will be a focus on building a culture where students do not want to miss out on learning. Mindset Mondays and end of month assemblies will be held all year to help increase social emotional learning.</p> <p>Strategy's Expected Result/Impact: Expected result will be an increase in student and teacher attendance each month to achieve goal of 97%.</p> <p>Staff Responsible for Monitoring: Counselor, Christie Contreras will monitor.</p> <p>Team includes PBIS committee, and Impact Committee</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 3: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

Performance Objective 2: Bluebonnet attendance rate will increase attendance rate to at least meet 97% average daily attendance for the 2020-2021 school year.

Evaluation Data Sources: ADA reports daily and weekly





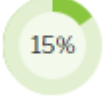
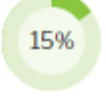
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| <p>Strategy 1: Weekly attendance will be tracked by classroom by an ATTENDANCE poster. Each class is given a class elected prize each 10 days it is achieved.</p> <p>Strategy's Expected Result/Impact: Students will encourage each other to come to school and will want to attend school everyday to be able to get a classroom prize that they will be able to chose. We expect to see classroom attendance increase to 97% each week.</p> <p>Staff Responsible for Monitoring: teachers, administration</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - 199 - General Fund - \$50</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 2: Administration will use Perfect Attendance awards and brag tags to collect each month.</p> <p>Strategy's Expected Result/Impact: Students will will want to attend school everyday to be able to get a brag tag and collect all 10. We expect to see individual attendance increase to 97% each week.</p> <p>Staff Responsible for Monitoring: Administration attendance committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Comprehensive Support Strategy</p> <p>Funding Sources: brag tags and parent letter for Perfect Attendance - 199 - General Fund - \$1,200</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 3: Classroom and grade levels will be recognized for 100% attendance weekly.</p> <p>Strategy's Expected Result/Impact: Classrooms with 100% daily attendance will be recognized daily during announcements. Highest grade level attendance winner will have their banner displayed in the main office.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar</p> <p>Funding Sources: - 199 - General Fund - \$500</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <p>Strategy 4: SEL curriculum, 7 Mindsets, will be a focus on building a culture where students do not want to miss out on learning. Mindset Mondays and end of month assemblies will be held all year to help increase attendance.</p> <p>Strategy's Expected Result/Impact: Having a Mindset lesson each Monday and an assembly that recognizes students each month will help encourage students to come to school. This will help increase our attendance from 95.8% to 97%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund - \$1,500</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 5: Bluebonnet staff will be recognized by administration for Perfect Attendance and will be awarded a prize each month.</p> <p>Strategy's Expected Result/Impact: Teachers will model good attendance and help increase their student attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Monica Saldivar</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  25% |  20% | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 3: Bluebonnet Elementary will provide a safe, healthy, secure and orderly environment for students, staff, and community.

Performance Objective 3: Provide teachers, paraprofessionals , and administrators support to increase teacher retention by 50% for the 2020-2021 school year.

Evaluation Data Sources: mentor meetings
admin meetings
pd
teacher survey

| | | | | |
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| <p>Strategy 1: Teachers received professional development on the implementation practices of CHAMPS and classroom management toolbox in August and will be used in every classroom and common areas.</p> <p>Strategy's Expected Result/Impact: Power Walk coaching data every 6 weeks will show a strength in the classroom management area.</p> <p>Staff Responsible for Monitoring: Principal, Belinda Vasquez</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <p>Strategy 2: Provide staff development twice a month as a lead and learn opportunity for our campus teachers.</p> <p>Strategy's Expected Result/Impact: Teacher's will feel prepared and supported by colleagues as reviewed by monthly survey.</p> <p>Staff Responsible for Monitoring: RTI lead teacher, Jessica Cruz.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 3: Implement teacher support program to ensure retention of highly qualified teacher, including, district mentoring of new to the profession teachers.</p> <p>Strategy's Expected Result/Impact: Each month Bluebonnet Elementary will send out a survey monkey to all teachers. Results will be reviewed to ensure they feel confident, prepared and supported by administrators, and colleagues. Teacher mentors will also be asked to turn in new to profession checklist monthly to ensure mentors and new teachers are receiving the information they need.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Monica Saldivar</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 4: Teachers will receive professional development on Safety. Civilian Response to Active Shooter Events (CRASE) , Standard Response Protocol (SRP), and social emotional learning with Sarah Mercado. Students will be educated in Safety Response Protocols in October. Monthly safety drills will continue to be conducted.</p> <p>Strategy's Expected Result/Impact: All teachers received CRASE, SRP, and SEL training at the beginning of the school year. Students and staff will feel supported and safe with an action plan for an emergency.</p> <p>Staff Responsible for Monitoring: Principal, Belinda Vasquez</p> <p>Team: lead teachers admin, and Emergency Task force.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  20% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

2020-2021 Campus Site-Based Committee

| Committee Role | Name | Position |
|-----------------------------|--------------------|--|
| Administrator | Belinda Vasquez | Principal |
| District-level Professional | Cristina Vazquez | Bilingual/Special Programs Coordinator |
| Administrator | Monica Saldivar | Assistant Principal |
| Classroom Teacher | Ivonne Martinez | Bilingual Teacher |
| Non-classroom Professional | Christie Contreras | Counselor |
| Business Representative | Marissa Mendez | Business Rep |
| Community Representative | Jessica Cruz | Community Member |
| Business Representative | Frank Cruz | Business Rep. |
| Classroom Teacher | Terry Armstrong | Teacher - Students with disabilities |
| Classroom Teacher | Katlin Stephens | Teacher |
| Classroom Teacher | Brandie Hurt | Teacher |
| Parent | Lori Jones | parent |
| Parent | Kriselle Jaimes | Parent |
| Classroom Teacher | Kristian Espino | Teacher |
| Classroom Teacher | Sarah Glawe | Teacher |

Campus Funding Summary

| 199 - General Fund | | | | | |
|--------------------|-----------|----------|--|--------------|-------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | | | \$0.00 |
| 3 | 2 | 1 | | | \$50.00 |
| 3 | 2 | 2 | brag tags and parent letter for Perfect Attendance | | \$1,200.00 |
| 3 | 2 | 3 | | | \$500.00 |
| 3 | 2 | 4 | | | \$1,500.00 |
| Sub-Total | | | | | \$3,250.00 |
| 211 - Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | literacy books for Parents | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 1 | 5 | 7 Mindsets Data and Parent resources | | \$0.00 |
| 2 | 1 | 5 | 7 Mindsets SEL curriculum with parent resources | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$3,250.00 |

Addendums